



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Amended on June 29, 2021 at 1:52 PM PDT

Date and Time

Monday June 28, 2021 at 4:30 PM PDT

Location

ZOOM

In accordance with Mayor Garcetti's "Safer at Home" City Order ([Link](#)) and Governor Newsome's State Executive Order([Link](#)) CNCA will be holding Board Meetings via ZOOM video conference and telephone. No physical CNCA school locations will be open to the public.

This meeting is open to the public through the telephone 1 (669) 900-9128 (US Toll) and [ZOOM](#) video conference. To ensure meeting safety, there will be an online ZOOM waiting room set up for participants 10 minutes prior to the meeting. Attendees will be welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

[ZOOM Link](#)

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Leylani Lira in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or Leylani.Lira@caminonuevo.org. Speakers are limited to no more than 2 minutes each. Speakers may also sign up in person the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance		Cindy Smet	1 m
B. Call the Meeting to Order			

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes		1 m
Approve minutes for CNCA Special Board Meeting on June 18, 2021			
II. Public Comment			4:32 PM
A. 2-Minute Limit per Speaker	FYI		10 m
III. Operations			4:42 PM
A. LCAP - CNCA 1, CNCA 2, CNES 3, CNCA 4, CNHS 2 (Includes Annual Update, Budget Overview for Parents, Expenditure Tables), CNHS Annual Update	Vote	Chantavia Moore	15 m
B. 2021-21 LCAP Local Indicators	Discuss		5 m
Local indicators are listed under each LCAP goal metric table. They are labeled as "local indicator" followed by description.			
IV. Finance			5:02 PM
A. 2021-22 Budget	Vote	Sonia Oliva	10 m
B. 2021-22 Education Protection Account Spending Plan	Vote		5 m
V. Miramar Update			5:17 PM
A. MIR Settlement Agreement with LAUSD	Vote	Adriana Abich	5 m
B. Resolutions of the Board of Directors Regarding Miramar Settlement, Miramar and Dalzell-Lance	Vote	Adriana Abich	5 m
VI. Closing Items			5:27 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Special Board Meeting on June 18, 2021



Camino Nuevo Charter Academy

Minutes

CNCA Special Board Meeting

Date and Time

Friday June 18, 2021 at 4:00 PM

Location

ZOOM

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Directors Present

C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), J. Ortega (remote), S. Ito (remote), T. Powers (remote)

Directors Absent

L. Jennings, R. Hunt

Directors who left before the meeting adjourned

C. Smet

Guests Present

A. Abich (remote), L. Lira (remote)

I. Opening Items

A. Record Attendance

C. Smet left at 5:25 PM.

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Friday Jun 18, 2021 at 4:02 PM.

C. Approve Minutes

D. Gidlow made a motion to approve the minutes from CNCA Special Board Meeting on 06-01-21.

G. Flores seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Smet	Aye
R. Hunt	Absent
C. Garcia Alvarado	Abstain
L. Jennings	Absent
E. Lopez	Aye
G. Flores	Aye
D. Gidlow	Aye
S. Ito	Aye
J. Ortega	Aye
T. Powers	Aye

II. Public Comment

A. 2-Minute Limit per Speaker

The following educators from the Miramar campus addressed the meeting:

- Riley Vaca
- Jeanne Marie DeQuiroz

III. Convene to Closed Session

A. Conference with Labor Negotiators (Gov. Code section 54957.6)

The board convened to Closed Session at 4:08PM.

The board returned to Open Session at 5:35PM.

No action was taken.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:36 PM.

Respectfully Submitted,

D. Gidlow

J. Ortega made a motion to adjourn the board meeting.

S. Ito seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. Hunt	Absent
C. Smet	Absent
C. Garcia Alvarado	Aye
G. Flores	Aye
E. Lopez	Aye
D. Gidlow	Aye
L. Jennings	Absent
T. Powers	Aye
J. Ortega	Aye
S. Ito	Aye

Cover Sheet

LCAP - CNCA 1, CNCA 2, CNES 3, CNCA 4, CNHS 2
(Includes Annual Update, Budget Overview for Parents,
Expenditure Tables), CNHS Annual Update

Section: III. Operations
Item: A. LCAP - CNCA 1, CNCA 2, CNES 3, CNCA 4, CNHS 2
(Includes Annual Update, Budget Overview for Parents, Expenditure Tables), CNHS
Annual Update
Purpose: Vote
Submitted by:
Related Material: CNCA LCAP 2021 All Sections.pdf
CNCA 2 LCAP 2021 All Sections.pdf
CNCA 3 LCAP 2021 All Sections.pdf
CNCA 4 LCAP 2021 All Sections.pdf
CNHS 2 LCAP 2021 All Sections.pdf
Annual Update CNHS 1 2020-2021 Three Part.pdf

California Department of Education
January 2021

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
Camino Nuevo High School	Marisol Pineda Conde, Principal	Marisol.pinedaconde@caminonuevo.org

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

By the end of the 2019-2020 school year, students will demonstrate greater academic attainment on college readiness indicators as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of Students who are reading at or above grade level as measured by Lexile Assessment (45% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who are at or above the standard in ELA as measured by the SBAC (55% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.

Expected	Actual
Percentage of students who are at or above the standard in Math as measured by the SBAC (15% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who have reclassified (15%)	17.10%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<ul style="list-style-type: none"> • Purchase NGSS aligned textbooks for all science courses • Purchase Achieve 3000 licenses for all students • Hire Teaching Assistants to support students in the classroom • Provide CCR Implementation • Training for Teachers and Instructional Leaders • Hire English Language Development Teacher • Purchase EL Achieve Curricular Units 	<p>\$17,825 LCFF 4000-4999 Books and Supplies; Achieve 3000 \$15,000 LCFF 2000-2999 Classified Salaries; Teacher Assistant \$3,750 LCFF 3000-3999 Employee Benefits; Benefits - Teacher Assistant \$60,996 LCFF 1000-1999 Certificated Salaries; ELD Teacher \$15,249 LCFF 3000-3999 Employee Benefits; Benefits - ELD Teacher \$15,000 LCFF 5000-5999 Services and Other Operating Expenses; PD - Teacher Release Days - Substitutes \$18,000 LCFF</p>	<p>\$ 697,915.38</p>
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	<p>1000-1999 Certificated Salaries; Teacher Stipends - Leadership, CADRE, BCLAD, Dept Chairs \$169,500 LCFF</p> <p>1000-1999 Certificated Salaries; Assistant Principals - #1 & #2 \$42,375 LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Assistant Principal #1 & #2 \$10,275 LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Study Smart Tutor - SAT Prep \$5,000 LCFF</p> <p>4000-4999 Books and Supplies; Textbooks \$10,000 LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p>	
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	<p>Professional Development \$27,000 LCFF 5000-5999 Services and Other Operating Expenses; Software \$9,660 LCFF 1000-1999 Certificated Salaries; Summer School \$0 LCFF 3000-3999 Employee Benefits; Benefits - Summer School \$900 LCFF 4000-4999 Books and Supplies; Books \$161,679 Federal Revenues - Title I 1000-1999 Certificated Salaries; Intervention Instruction \$15,247 Federal Revenues - Title II 5000-5999 Services and Other Operating Expenses;</p>	
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	<p>Professional Development \$5,040 Federal Revenues - Title III 2000-2999 Classified Salaries; Intervention Instruction \$0 LCFF 3000-3999 Employee Benefits; EL Teacher Benefits \$0 Federal Revenues - Title IV 4000-4999 Books and Supplies; Title IV - Purchasing PPlan \$69,410 LCFF 1000-1999 Certificated Salaries; Music Teacher \$17,325 LCFF 3000-3999 Employee Benefits; Music Teacher – Benefits \$47,090 LCFF 1000-1999 Certificated Salaries; Art Teacher</p>	
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	<p>\$11,772</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Art Teacher - Benefits</p> <p>\$36,834</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Ethnic Studies Teacher</p> <p>\$9,209</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Ethnic Studies - Benefits</p> <p>\$2,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>WASC - Accreditation</p> <p>\$1,500</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Equipment</p> <p>\$10,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; APEX Curriculum</p> <p>\$30,824</p> <p>LCFF</p>	
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	1000-1999 Certificated Salaries; Math Teacher - 50% \$7,706 LCFF 3000-3999 Employee Benefits; Math Teacher 50% - Benefits	
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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.

Funds that were not implemented in the planned action/services above were utilized in support expenditures related to distance learning including training, hardware, and student support.

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

All of the planned actions and services were executed except the hiring of the designated ELD teachers and the purchase of EL Achieve Curricular Units. The greatest success was achieved in offering supports that were aligned to a multi-year vision. For example, our investment in Achieve has proved fruitful in that we have conducted a multi-year roll out. Similarly, the purchasing of the NGSS curricular materials came as a result of multi-year piloting process that incorporated a great deal of teacher buy in and also incorporated technology that adapted well in light of school closure. The greatest challenges emerged with expenditures that were associated with materials that were not supportive of distance learning. For example, there was a greater need for teacher and instructional leader training. However, there was less of a need for materials like the curriculum units that did not offer a technology platform and thus were deprioritized this school year.

Goal 2

By the end of the 2018-2019 school year, students will demonstrate greater student engagement as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of students who are graduating (95%)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Reducing the percentage of students who are designated as chronically absent (10%)	21.7% (63 of 290)
Percentage of students who are on-track to graduate (90%)	96% (259 of 270) students on track to graduate
Percentage of students who participate in CIF sports program (15%)	18.89%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<ul style="list-style-type: none"> • Create an after school credit recovery program. • licenses for APEX credit recovery • Provide wrap around services • Provide teachers with intervention training • Continue CIF sports program 	<p>\$69,360 LCFF 1000-1999 Certificated Salaries; College Counselor \$17,340 (repeat expenditure) LCFF 3000-3999 Employee Benefits; Benefits - College Counselor \$0 LCFF 1000-1999 Certificated Salaries; Dean of Culture \$0 LCFF 3000-3999 Employee Benefits; Benefits - Dean of Culture \$89,570 LCFF 5000-5999 Services and Other Operating Expenses; Mental Health Program Fee \$0 LCFF 3000-3999 Employee Benefits; Benefits - Mental Health Counselor</p>	<p>\$ 152,380.50</p>
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	<p>\$20,000</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Campus Aides</p> <p>\$5,000</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Campus Aides</p> <p>\$0</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Sophomore Camping Trip</p> <p>\$10,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; College Trips</p> <p>\$5,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Teacher Stipend - Athletics</p> <p>\$3,500</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Athletics Transportation</p>	
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	<p>\$1,500 LCFF 5000-5999 Services and Other Operating Expenses; CIF Fees \$0 LCFF 5000-5999 Services and Other Operating Expenses; LOUD Music Afterschool Program \$5,000 LCFF 5000-5999 Services and Other Operating Expenses; Athletics - Uniforms \$6,000 LCFF 5000-5999 Services and Other Operating Expenses; Athletics - Transportation \$6,600 LCFF 5000-5999 Services and Other Operating Expenses; Graduation</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.

Funds that were not implemented were used to enhance the existing actions planned. For example, fewer expenditures in sports contributed to being able to have greater expenditures in wrap around services for our most vulnerable students.

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

We experienced a great deal of success in our after-school credit recovery program. The model that was developed here was also used to support students with credit recovery and remediation in response to increasing F rates associated with distance learning. Additionally, we have been able to utilize our APEX program to ensure that students are on track to graduate. This process has allowed us to increase our graduation rate and has also supported the rate to which students are on track to graduate. Lastly, during the pandemic and with school closure, we have experienced success in being able to provide wrap around services for our students. We were able to continue offering counseling services to our students, offered a food and hygiene pantry for students and families as well as providing students with “Learning Kits” of essential learning materials during distance learning.

Goal 3

By the end of the 2019-2020 school year, parent will demonstrate greater engagement as compared to the previous year.

State and/or Local Priorities addressed by this goal:

State Priorities 3. Parent Involvement

Annual Measurable Outcomes

Expected	Actual
Percentage of parents who complete end of year survey (75%)	As of 4/13, 21 surveys collected
Percentage of parents who participate in one or more school activity (85%)	96.67% of parents who have participated in one or more school activities.
Percentage of parents who participate in a college preparatory workshop or educational event (75%)	70%

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Development of Parent after school clubs • Student and Family Services Coordinator • College Readiness Parent Education Curriculum • Staff hours for weekend programming for parents • Buses for parent college field trips Snacks for Parent Meetings 	\$0 LCFF 2000-2999 Classified Salaries; Student & Family Services Coordinator \$0 LCFF 3000-3999 Employee Benefits; Benefits - Student & Family Services Coordinator \$2,000 LCFF 4000-4999 Books and Supplies; Other Supplies - Parent Meetings & Workshops	\$2000

Goal Analysis

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

Budgeted items that were not implemented were used to enhance our support of our parent program in the spring during distance learning.

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

Many of the planned actions and services were contingent on in-person activities. With the school closure, these actions were not implemented. However, we did experience success with targeting parent capacity building around distance learning. As a result, you will notice lower expenditures than planned.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$55,904 Object Code 4371, 4399 LLMF CR \$88,259 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 142,787.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Collect and analyze participation data from Spring of 2020.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$53,553 Object Code 1300 LCFF Supplemental/Concentration	\$ 53,553.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration \$29,638 Object Code 2400 LCFF Supplemental/Concentration \$39,798 Object Code 1000, 2000, & 3000 Series ESSER	\$ 6,979.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and

those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$12,207 Object Code 4311 LLMF CR	\$ 27,661.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$18,696 Object Code 5861 LLMF CR	\$ 7,800.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$15,000 Object Code 5852 TITLE II \$6,453 Object Code 5852 LLMF CR \$16,488 Object Code 4110, 4311, 4411, 5311 LLMF CR \$14,260 Object Code 4311, 5852 LLMF GEER	\$60,638.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y

Provide access to devices and connectivity.	\$26,949 Object Code 4411 LLMF GF \$154,986 Object Code 4411, 5631, 5999 LLMF CR \$14,538 Object Code 4411, 5999 ESSER	\$135,489.00	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- Continuity of Instruction: Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology with students from afar requires that lessons move

much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.

- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$12,207 Object Code 4311 LCFF Supplemental/Concentration	\$ 2,448.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$13,202 Object Code 5849 LLMF CR	\$ 8,180.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$50,423 Object Code 5849 ESSER	\$ 49,900.20	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$59,415 Object Code 2200 LCFF Supplemental/Concentration	\$ 67,235.00	Y
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$6,000 Object Code 4399, 5621 LLMF CR	\$ 6,055.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$480,786 Object Code 5881 LCFF Supplemental/Concentration	\$464,971.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$24,828 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 24,828.00	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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.
- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.

- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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.

N/A

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement

strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

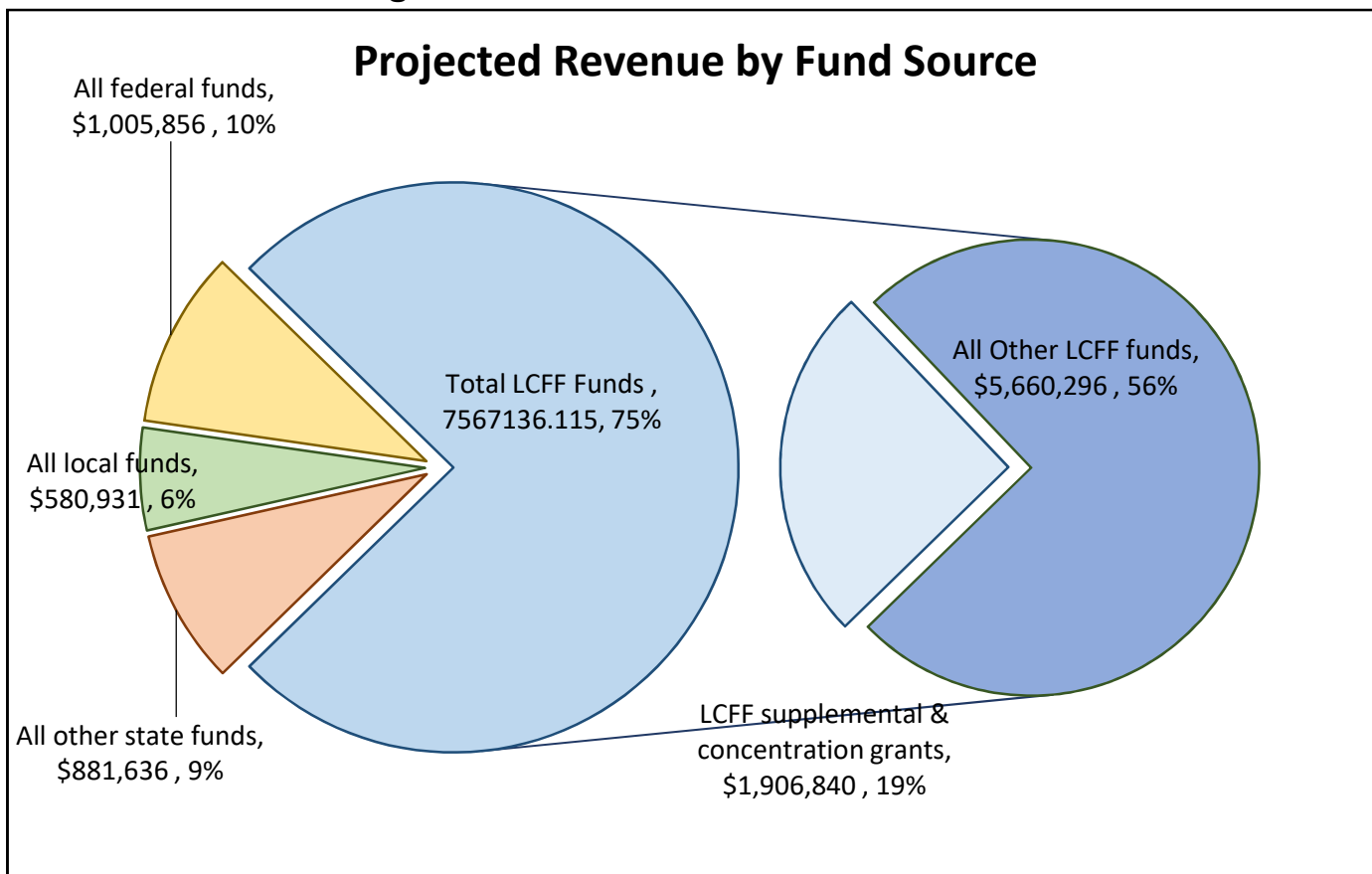
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2
 CDS Code: 19-64733-0122861
 School Year: 2021 – 22
 LEA contact information: Mallory Baquero, Principal

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

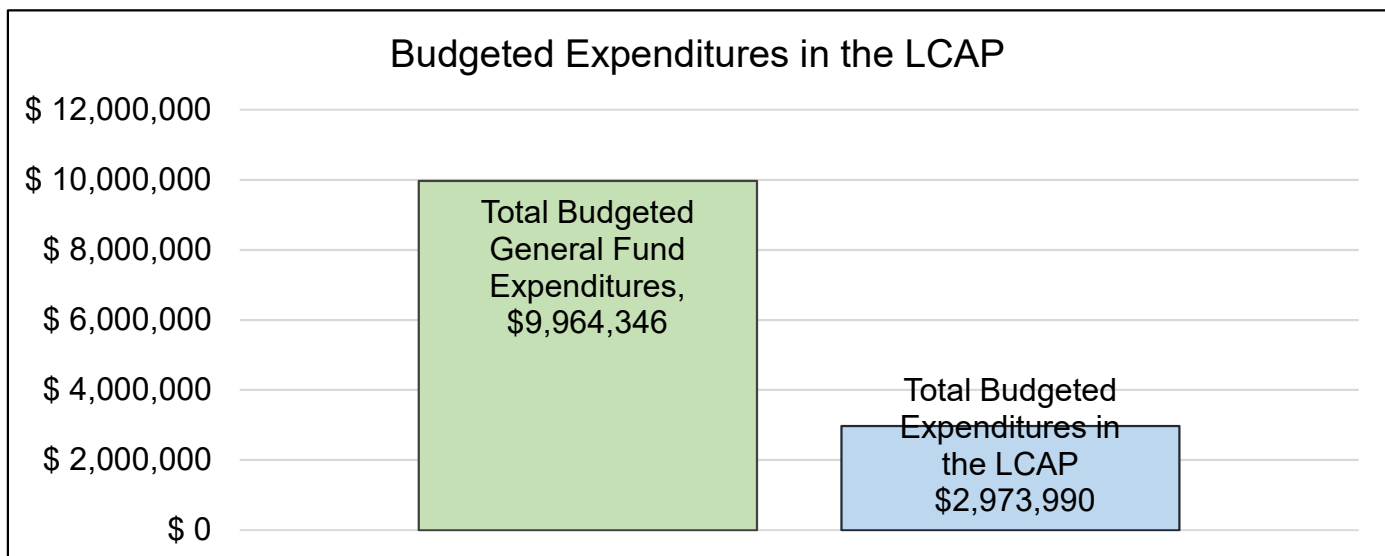


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #2 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy #2 is \$10,035,559.17, of which \$7,567,136.12 is Local Control Funding Formula (LCFF), \$881,635.84 is other state funds, \$580,931.07 is local funds, and \$1,005,856.15 is federal funds. Of the \$7,567,136.12 in LCFF Funds, \$1,906,840.42 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 Camino Nuevo Charter Academy #2 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camino Nuevo Charter Academy #2 plans to spend \$9,964,346.05 for the 2021 – 22 school year. Of that amount, \$2,973,990.00 is tied to actions/services in the LCAP and \$6,990,356.05 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

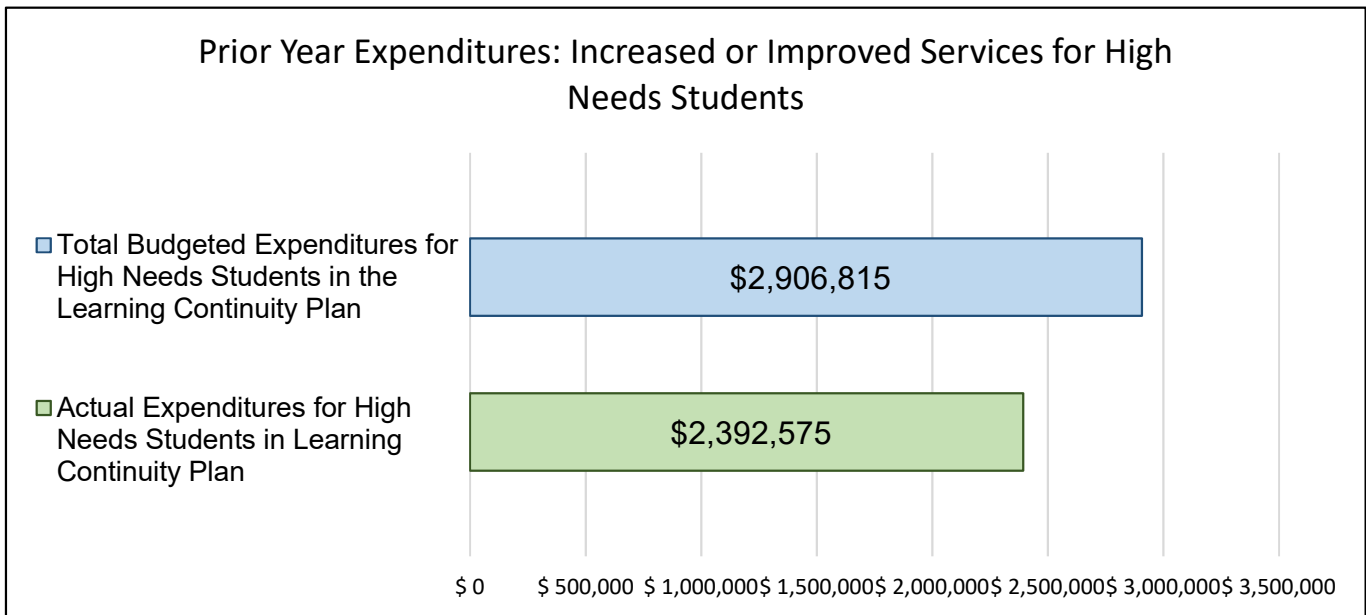
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Camino Nuevo Charter Academy #2 is projecting it will receive \$1,906,840.42 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy #2 must describe how it intends to increase or improve services for high needs students in the LCAP.

Camino Nuevo Charter Academy #2 plans to spend \$2,973,990.00 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 Camino Nuevo Charter Academy #2 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 Camino Nuevo Charter Academy #2 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, Camino Nuevo Charter Academy #2's Learning Continuity Plan budgeted \$2,906,815.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #2 actually spent \$2,392,575.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$514,240.00 had the following impact on Camino Nuevo Charter Academy #2's ability to increase or improve services for high needs students:

Our costs were lower than anticipated because we did not end up returning to in-person school for the 20-

California Department of Education
January 2021

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
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	Mallory.baquero@caminonuevo.org (213) 736-5542

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

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

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

Goal 1

Effectively Support English Learners to make language and achievement progress.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Reclassification Rate 2018-19 18%	Reclassification Rate 2019-2020 4.9% (this is without updated ELPAC scores. this number will increase once we get test results back)
ELL Achievement on SBAC 2018-19 25% in ELA and 25% in Math	SBAC was waived this year so we do not have SBAC data.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide daily Systematic English Language Development classes for all ELL students and students who require ongoing language support.</p> <p>ELD teachers</p> <p>Systematic ELD curricular materials (kits)</p> <p>Release me for ELD assessment, analysis and response. Release me occurs weekly through the purchase of specialist teachers and through the purchase of substitutes for release days.</p> <p>Professional development for new teachers (new teacher induction) to support development of ELD teaching skills.</p> <p>Development of middle school curriculum and material resources (such as Ethnic Studies resources and other culturally relevant materials) to</p>	<p>\$36,950</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Science Curriculum, Budgets, Health</p> <p>\$4,500</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Other Books</p> <p>\$12,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Student Materials</p> <p>\$147,049</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Humanities & History 7th & 8th</p> <p>\$36,763</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Humanities & History 7th & 8th - Benefits</p> <p>\$56,974</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; ELD Teacher</p> <p>\$14,244</p> <p>LCFF</p> <p>3000-3999 Employee Benefits;</p>	<p>\$ 353,504.25</p> <p>\$ 353,504.25</p>
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<p>support middle school ELD teachers. Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. ELPAC preparation materials Professional Development Trackers for assessment data and monitoring unit scores Provide targeted intervention for stagnant English Learners and recent newcomers. Instructional aids Intervention Teachers Online program to support instruction Add Director of Language position at HSO to support language development. For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Science Instruction Long Term Substitute Teacher \$</p>	<p>ELD Teacher- Benefits \$55,857 LCFF 1000-1999 Certificated Salaries; Science Teacher \$13,965 LCFF 3000-3999 Employee Benefits; Science Teacher - Benefits \$0 LCFF 2000-2999 Classified Salaries \$0 LCFF 3000-3999 Employee Benefits \$0 LCFF 1000-1999 Certificated Salaries \$0 LCFF 3000-3999 Employee Benefits \$0 LCFF 1000-1999 Certificated Salaries \$0 LCFF</p>	
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	<p>3000-3999 Employee Benefits \$25,000 LCFF 5000-5999 Services and Other Operating Expenses; Consultants \$15,000 LCFF 5000-5999 Services and Other Operating Expenses; Software \$24,812 Federal Revenues - Title III 1000-1999 Certificated Salaries; Intervention Instruction \$8,271 Federal Revenues - Title III 3000-3999 Employee Benefits; Benefits - Intervention Instruction</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.

We used funds as expected.

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

We utilize both integrated and designated approaches for supporting ELLs. We provided training for all staff on strategies to use to support EL learners. WE focused specifically on anchor charts and increasing classroom discussion opportunities. In addition, we trained specific staff in designated ELD and ensures all of our new staff were trained in our curriculum. In middle school, we introduced new units of study specific for this age group. This was all accomplished in partnership with our Director of Language.

We were able to success RFEP about 5% of students by better supporting students with reading on grade level. Once ELPAC scores are released we predict more students will RFEP.

While our RFEP rate continues to be strong, the amount of students who are ELL still struggle to increase proficiency on the SBAC. this will continued to be a focus as we move into next year.

Goal 2

CNCA #2 will effectively prepare students in meeting the rigor of grade level expectations to increase college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course

access

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>ELA SBAC meet/exceed 2018-19 50%</p> <p>Math SBAC meet/exceed 2018-19 45%</p> <p>SBAC NGSS meet/exceed 2018-19 Baseline +5%</p> <p>Increase K-8 Reading on grade level 2018-19 65%</p> <p>Increase K-8 Students who make adequate growth reading on grade level 2018-19 60%</p>	<p>Current Reading Level Data as of Feb. 1st, 2020 showed 51% of students reaching on grade level.</p>

Expected	Actual
	<p>SBC was waived this year so we do not have SBAC data. We administered internal state aligned assessments called IAB (Interim assessment blocks). Here is a snapshot of some data results from a December administration: Results for 3rd grade showed that 38% of 3rd graders were performing above standards with editing skills and 45% were performing near standard. Another snap shot in 4th grade showed that 14% of 4th graders were performing above standards with informational reading skills and 53% were performing near standard. A final snap shot in 8th grade showed that 10% of 8th graders were performing above standards with an ELA performance task and 57% were performing near standard.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>Maximize special education instruction to support students with IEPs.</p> <p>Students with IEPs will be strategically clustered to maximize special education supports</p> <p>Provide necessary CCSS aligned curriculum</p> <p>Purchase CCSS aligned instructional materials</p> <p>Smarter Balanced aligned preparation materials</p> <p>Release time to analyze CCSS-benchmark assessments</p> <p>One full-time STEM teacher</p> <p>Purchase of science materials and curriculum for Next Gen Science Standards</p> <p>Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Intervention teachers</p> <p>Intervention Specialist</p> <p>Online intervention</p>	<p>\$84,660</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; AP #1</p> <p>\$21,165</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; AP #1 - Benefits</p> <p>\$8,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Teach for America</p> <p>\$10,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Buy Back Day</p> <p>\$37,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Teacher Stipends</p> <p>\$6,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Teacher Release Time</p> <p>\$80,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; AP #2</p>	<p></p> <p>\$</p> <p>511,732.75</p>
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<p>programs aligned to core grade level standards</p> <p>Ensure student access to technology necessary to access online assessments</p> <p>Student laptops, desktops, and/or tablets</p> <p>Technology coordinator</p> <p>Technology teacher</p> <p>Programs to facilitate ongoing, online assessment (Illuminate, etc.)</p> <p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <p>Phonics curriculum</p> <p>Word study curriculum</p> <p>Professional Development for teachers</p> <p>After-school intervention</p> <p>Summer School</p> <p>Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language use.</p> <p>Provide professional development to support</p>	<p>\$22,000</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; AP #2 - Benefits</p> <p>\$15,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Professional Development</p> <p>\$203,507</p> <p>Federal Revenues - Title I</p> <p>1000-1999 Certificated Salaries; Intervention Instruction</p> <p>\$32,235</p> <p>Federal Revenues - Title II</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Professional Development</p> <p>\$67,836</p> <p>Federal Revenues - Title I</p> <p>3000-3999 Employee Benefits; Intervention Instruction - Benefits</p>	
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teachers execute on rigorous, standards-based instruction within our instructional frameworks.
Instructional leader position for teachers to support high quality standards instruction
Assistant Principal of Instruction position
Professional development in College Preparatory Math
Professional development in Cognitively Guided Instruction of Mathematics
Professional development in Reading

Goal Analysis

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

No differences

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

The school year started with teachers analyzing school wide data to create specific goals for their grade. Professional development was provided every Thursday to support teachers in reaching the rigor of the common core. Teachers meet 2 times per week in grade level meetings to plan ELA and math instruction in collaboration. Alignment in standards based instruction using aligned curriculum was effectively utilized.

In the middle of the school year we noticed only about 51% of students were reading on grade level. We made a shift to hire a part time reading intervention teacher and aligned on small group instruction to meet the needs of students.

This goal is noted on the new LCAP as it continues to be an area of focus for our school.

Goal 3

CNCA #2 will provide students with a comprehensive program that includes opportunities both in and out of the classroom to help students feel part of a caring and supportive community. State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
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<p>Attendance Rate 2018-19 95% Decrease chronic absenteeism rate 2018-19 6% Student Suspension Rate 2018-19 2.5% Percent of teachers who believe PD supports their growth as a teacher 2018-19 85% Percent of teachers who believe they have some or more input into school decisions 2018-19 75% Percent of parents who self report they participate in a college readiness event or workshop 2018-19 85% Percent of parents who self report that the school ensures a safe climate</p>	<p>Attendance Rate 2019-2020: 95.6% Decrease chronic absenteeism rate: 19-20 12.6% Student Suspension Rate 2019-20 1.2% Percent of teachers who believe PD supports their growth as a Teacher 19-20 41% Percent of teachers who believe they have some or more input into school decisions 19-20 30% Percent of parents who self report they participate in a college readiness event or workshop 2019-2020 70% Percent of parents who self report that the school ensures a safe climate</p>
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Expected	Actual
<p>2018-19 85% Percent of parents who self-report they feel welcome in the school.</p> <p>2018-19 85% Percent of students who feel like they have a positive relationship with their teacher.</p> <p>2018-19 Baseline +10%</p>	<p>2019-20 75% Percent of parents who self-report they feel welcome in the school.</p> <p>19-20 80% Percent of students who feel like they have a positive relationship with their teacher. 80% 19-20</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>Professional Development</p> <p>Develop support structures for struggling and/or disengaged students</p> <p>Advisory curriculum</p> <p>Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.)</p> <p>Counselors</p> <p>PD for teachers and staff on Positive Behavior Supports and Restorative Practices</p> <p>School-wide community building activities</p> <p>Elementary and Middle School Deans of Culture</p> <p>Teaching assistant dedicated to support the work of the Dean of Culture</p> <p>Technology to track and monitor data related to student engagement (e.g., Schoolzilla)</p> <p>Mental health counselors</p> <p>Contracted services for mental health providers.</p> <p>Professional development for leaders in partnering with families, attendance improvement, and other areas to</p>	<p>\$118,800</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Mental Health Program Fee</p> <p>\$163,800</p> <p>After School Education & Safety</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>After School Program</p> <p>\$28,600</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Dance Instruction</p> <p>\$150,000</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Campus Aides</p> <p>\$52,500</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Campus Aides - Benefits</p> <p>\$60,000</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Teacher Aides</p>	<p>\$</p> <p>974,640.94</p>
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<p>strengthen culture Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination. Attendance incentives Class trips Merit Day/Funtastic Friday activities and awards School dances Facility rentals (school dances, field days, culmination, etc.)</p> <p>Partner with outside agencies to provide extracurricular opportunities. Sports programs Arts & Music programs After School Program Ensure students safety and appropriate supervision. Campus aides Security costs SPED Teacher Assistants for students with moderate to severe disabilities Provide services to support</p>	<p>\$21,000 LCFF 3000-3999 Employee Benefits; Teacher Aides - Benefits \$49,920 LCFF 2000-2999 Classified Salaries; Family & Student Services Coordinator \$16,750 LCFF 3000-3999 Employee Benefits; Family & Student Services Coordinator - Benefits \$78,241 LCFF 2000-2999 Classified Salaries; Instructional Aides \$27,384 LCFF 3000-3999 Employee Benefits; Instructional Aides - Benefits \$85,000 LCFF 1000-1999 Certificated Salaries; Dean of Culture \$13,161 LCFF</p>	
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<p>students social and emotional development.</p> <p>Counseling and mental health resources</p> <p>School-wide assemblies</p> <p>Professional development for Advisory teachers in advisory framework</p> <p>Counseling and mental health resources</p> <p>School-wide assemblies</p> <p>Professional development</p>	<p>3000-3999 Employee Benefits; Dean of Culture - Benefits</p> <p>\$61,647</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Music Teacher #1</p> <p>\$15,412</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Music Teacher #1 - Benefits</p> <p>\$32,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Experiential Learning Trips</p> <p>\$10,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Student Materials</p> <p>\$100,000</p> <p>LCFF</p> <p>6000-6999 Capital Outlay; Computers - Students</p> <p>\$60,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Music Teacher #2</p>	
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	<p>\$15,000</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Music Teacher #2 - Benefits</p> <p>\$111,200</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; PE Teachers #1 & #2</p> <p>\$27,800</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; PE Teachers #1 & #2 - Benefits</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.

No major differences

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

Majority of actions and services were met. Beginning of year parent and staff meetings were held to identify needs at a school. New initiatives were completed to increase student culture initiatives and YOLA program continued to expand to more students.

Attendance rates and chronic absenteeism rates maintained high levels of consistency as well as low suspension rate. Dean's list and lions paw initiatives need more time to measure effectiveness as they were started late in the school year. Parent involvement and parent satisfaction were the strongest area to celebrate.

This is an area that will continue to be a focus with new goals. Supporting the whole child and providing opportunities beyond academics is a must for our community. Mental health supports and parent services will continue to be areas of focus.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$96,315 Object Code 4371, 4399 LLMF CR \$298,539 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 215,794.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Collect and analyze participation data from Spring of 2020.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration \$60,405 Object Code 2400 LCFF Supplemental/Concentration \$84,038 Object Code 1000, 2000, & 3000 Series ESSER	\$ 163,910.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$27,218 Object Code 4311 LLMF CR	\$ 40,326.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$46,572 Object Code 5861 LLMF CR	\$ 12,318.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$15,000 Object Code 5852 TITLE II \$17,560 Object Code 5852 LLMF CR \$26,620 Object Code 4110, 4311, 4411, 5311 LLMF CR \$49,681 Object Code 4311, 5852 LLMF GEER	\$72,754.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	Y

<p>Provide access to devices and connectivity.</p>	<p>\$62,507 Object Code 4411 LLMF GF</p> <p>\$383,040 Object Code 4411, 5631, 5999 LLMF CR</p> <p>\$37,063 Object Code 4411, 5999 ESSER</p>	<p>\$277,041.00</p>	<p>Y</p>
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- Continuity of Instruction: Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is

spacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology with students from afar requires that lessons move much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.

- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We

are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$27,218 Object Code 4311 LCFF Supplemental/Concentration	\$ 6,546.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$35,924 Object Code 5849 LLMF CR	\$ 12,929.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration	\$ 19,467.00	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance

learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$137,209 Object Code 5849 ESSER	\$ 136,293.60	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$53,059 Object Code 2400 LCFF Supplemental/Concentration	\$ 55,982.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$15,150 Object Code 4399, 5621 LLMF CR	\$ 10,510.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$1,118,394 Object Code 5881 LCFF Supplemental/Concentration	\$ 1,091,605.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$62,962 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 62,962.00	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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.
- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.

- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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.

CNCA Kayne Siart is committed to ensuring that all students are prepared to be successful, critical thinkers in college and beyond. In order to achieve this, we are continuing to focus on educating the whole child, supporting our English Language Learners and Students with Disabilities by using culturally responsive teaching practices and data analysis to inform our work.

In order to continue to support all students to engage in rigorous, grade level work, we are going to implement a new English Language Arts curriculum. This new curriculum will replace the current workshop model, which studies have shown to be not as effective at meeting the needs of all students, especially ELLs and SWD. This curriculum will focus on building rich knowledge and vocabulary as well as give students the specific skills to become more proficient readers and engage with complex texts. Teachers will receive extensive professional development and training so that they feel confident in implementing this new curriculum. Leaders will also receive training so that they are well poised to coach and support teachers effectively. We are going to continue to engage in our successful work around Intellectual Preparation on Fridays so that teachers are given protected time to deeply engage with the standards and content.

Another key component to engage student in rigorous, grade level work is to ensure that the instruction students are receiving is engaging. This includes creating a safe culture where students feel honored and respected and have strong relationships with their teacher and their peers. It also means creating lessons that are engaging and puts the majority of the thinking and cognitive lift on the students. Teachers will need to provide thoughtful scaffolds in order to support students in this, but ultimately, we want students to be doing the majority of the work and thinking. One struggle with Distance Learning has been an increase in direct instruction which has resulted in less student engagement. We want to support teachers with training, strategies, and coaching to ensure their lessons are engaging and student centered.

For our English Language Learners, we will need to reengage with our ELD program and EL Achieve curriculum. Although all ELLs received ELD instruction during Distance Learning, it was not as targeted or differentiated as it could be in order to maximize student

learning. We will continue to provide specific support, coaching, and professional development to all ELD teachers in the areas of EL Achieve curriculum implementation. We will also support all teachers (not just those who teach ELD) with concrete strategies to support ELLs (such as specific scaffolds, vocabulary development) in all content areas.

During Distance Learning, the role of parents has become even more crucial. We have learned more about how to effectively communicate and engage with families as well as the importance of building authentic relationships between staff and families. One important part of that is the opportunity for families and staff to engage more informally. While we have the structures in place for formal communication (newsletters, conferences, attendance calls etc.) we don't have as many informal opportunities for trust and relationship building, so we want to develop more of those opportunities. Additionally, we know that parent and student input is so important for the success of the school. It is crucial that we gather meaningful data about how students and families are experiencing school and then develop actions based on that data. During Distance Learning, families have had the opportunity to see school in a very different way and we want to learn their reflections and leverage them in a meaningful way.

Consistent data analysis continues to be a key goal that is embedded in all our work. We have made strong progress in strengthening and codifying our data systems to allow for more widespread and consistent data analysis. We need to continue this work on a micro-level in the classroom, so that teachers are consistently making decisions grounded in both formative and summative data. We have done a good job of developing strong systems to analyze summative data and need to continue our work around strong and concrete practices for formative data analysis so that teachers are making informed decisions on a daily basis that reflects student learning and need. This will be even more crucial as we seek to fill in the gaps from the inevitable learning loss due to the pandemic.

Lastly, we are continuing our work to ensure that students feel that they are part of a warm and welcoming community through our ethnic studies and culturally responsive teaching practices. Part of this work is looking inward and developing an understanding of our social political identities and how that impacts us as educators. We started that work this year and will continue next year. We will also continue to develop and sharpen our skills around culturally responsive teaching practices- what that means and what that looks like in a classroom. By engaging in these practices, we can support our students to become active learners, and increase their engagement in their learning and the world around them. This includes honoring student voice and experience as well as the knowledge that they already possess. It also includes developing strong relationships with families and students that are asset-based and grounded in respect. Teachers will also continue to receive professional development and coaching around brain-based theories and practices to increasing their understanding of how students learn effectively so that they can create rigorous, engaging lessons.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	Mallory.Baquero@caminonuevo.org ; (213) 736-5542

Plan Summary 2021-2022

General Information

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

CNCA #2 serves 688 students in grades TK/K through 8. Eighty percent (80%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #2 is 98.44% Hispanic, 86.33% socioeconomically disadvantaged and 30.81% English language learners and 17% of students with disabilities.

CNCA #2 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy 2 does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- Fountas & Pinnell Benchmark Assessment System
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Ma

This assessment plan was carefully crafted to meet the needs of our distance learning program this year. Therefore, we do not have data that shows one year's progress from one academic year to the next. However, an analysis of our students' beginning-of-year, quarter one, and quarter two performance on these interim assessments demonstrate the following:

- 50% of students dropped one reading level between Spring of 2020 and Fall of 2020 but then made growth from Fall 2020 to Winter 2020. This suggests that students suffered some reading learning loss at the beginning of the pandemic but then were able to make up some of that quickly once school started.
- The majority of the students in our interim assessments struggled with problems with a higher dept of knowledge level/rigor. In reflecting on this, we discovered this was due to several factors-including teachers falling behind in their pacing due to Distance Learning as well as an over-reliance on teacher modeling and demonstration and not enough opportunities for students to grapple with the work

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.

CNCA identified needs across all the schools in the network that should be addressed in a united way. CNCA collaborated with school leaders across the network of schools to articulate three united goals for all of CNCA's schools.

In addition to the identified needs, new legislation affected information that must be addressed. Although for some of CNCA's schools, these goals are a shift from the way they were articulated in the previous 2017-2020 LCAP, the schools' needs continue to be the driving force behind the decision-making.

CNCA 2 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

Review of the 2019 California School Dashboard revealed that the school's ELA "Status" (Distance from Standard, DFS) was "Lower" schoolwide and for the Students with Disabilities (SWD) numerically significant subgroup. A root cause analysis revealed that ELA has not been a focus of professional development for the past several years. Additionally, as teachers have left the school, they have been replaced with newer, novice teachers who did not have the same level of expertise to implement Readers & Writers Workshop. Additionally, the Workshop program does not expose English Learners to the vocabulary development necessary in order to support more effective language acquisition. This is one of the reasons that we are transitioning away from the Reader & Writers Curriculum to a new literacy curriculum.

A major action that we are taking as a school is the implementation of a new ELA curriculum. Multiple academic research states what our data shows: that Readers & Writers Workshop does not adequately prepare students to be critical, competent readers. We are currently in the process of piloting several curriculums and are developing an implementation plan for this upcoming school year. We also applied for and were awarded a grant from Great Public Schools Now to support with additional professional development for leaders and teacher-leaders to support with the implementation of this new curriculum. As part of the grant, the leadership team at our school will participate in professional development through Relay to support our growth so we can best support our teachers.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" DFS was "Lower" schoolwide and for the SWD subgroup. A root cause analysis for this lower DFS status schoolwide and the SWD subgroups revealed that Although we are a full-inclusion and co-teaching school, these practices take a certain amount of time and expertise to develop and refine. Inclusion/co-teaching pairings are most effective when teachers have a strong relationship and engage in regular professional development and collaboration together. However, in recent years, these pairings haven't always been as consistent and collaboration and professional development hasn't been as robust. This has resulted in a decline in performance for our SWD.

In order to more effectively support all students in Math, including our Students With Disabilities subgroup, we are engaging in more regular data analysis processes as a whole school and in grade level teams. We are also collaborating with our central Special Education team to more effectively coach our Resource Specialists around effective instructional strategies. We are supporting our Resource Specialists with more specific coaching around inclusion best practices and how to best co-teach in a way that is effective for SWD.

Review of the 2019-2020 EL data revealed the school's At-Risk rate is higher than the state's average. A root cause analysis revealed that in recent years, there has not been a strong enough focus on explicit instruction to meet the needs of our English Language Learners. There has been a strong schoolwide emphasis on Math, without enough comprehensive development on explicit language skills and language acquisition. This has caused the gap to widen for our ELLs.

In order to close this gap, we are increasing the amount of explicit professional development for teachers who teach English Language Development and an increasing support on the implementation of the EL Achieve curriculum. Our new Assistant Principal of Instruction collaborates with our Director of Literacy on a weekly basis to ensure that we are supporting our teachers in strategies to support English Learners. We are also providing more targeted small group support for our newcomer students and matching them with an adult mentor to provide additional support with homework outside of the classroom.

Review of the 2019 California School Dashboard revealed the Chronic Absenteeism rate indicator was higher than the state's average. Last year as well as this year, CNCA 2 leadership went through significant personnel changes on the leadership team which contributed to the team not collaborating effectively to focus on supporting improving attendance and responding to attendance challenges. The school did not develop a consistent system for recognizing positive attendance and responding to attendance challenges. The CNCA 2 leadership team will participate in SARB training annually. The team will develop a consistent system for recognizing positive attendance and responding to attendance challenges. The leadership team and teacher leaders will participate in Responsive Classroom training to help address classroom culture and provide teachers with support in this area.

The Schoolwide Suspension Rate indicator was higher than the state's average. The CNCA 2 leadership needed to increase their capacity and ability to prevent and resolve discipline challenges as the school grew in size and transitioned leaders. The leadership team did not have a centralized communication system for the leadership team and teachers to communicate effectively and efficiently about discipline challenges.

The team needed to determine how Restorative Justice practices would be implemented at the school in addition to providing training and support to the leadership team and teachers around working with students who have special needs and those who have experienced trauma.

The CNCA 2 leadership team will participate in Restorative Justice training in order to increase leaders ability to implement non-exclusionary discipline practices at the school. The leadership team and teacher leaders will participate in Responsive Classroom training to support classroom culture and positive student/teacher relationships.

LCAP Highlights

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

A key focus of our work in 21-22 will be to ensure the successful implementation of our new ELA curriculum and ensure that ELLs and SWDs needs are being met within the context of the new curriculum as well.

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.

{Identify the eligible schools here}

Support for Identified Schools

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

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors—and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is

allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Overall the stakeholders were in agreement with all components of the LCAP. They agreed with the focus on literacy and that EL Classification is definitely a priority. They also agreed with the targeted goals.

The stakeholders were particularly interested in the student survey data and wanted to know what was asked in the survey and wanted a more robust understanding of why students answered in the way that they did. This information would allow us to better address the gaps in the student survey data.

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

The stakeholders were concerned that the original goals for the surveys were too high and a little unrealistic. Based on that feedback, the goal metric for the family and student survey has been shifted from 90% to 85%. Stakeholders felt that this was more attainable and reasonable given the current data. As stated above, the stakeholders wanted more information about the information asked on the surveys to better understand the student and family experience and therefore be able to make any necessary changes or shifts.

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 31.98% ELA Level 4: 9.37%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	65% ELA Proficient
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 23.11% Math Level 4: 10.22%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	58% Math Proficient
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 11.45% Science Level 4: 3.01%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	35% Science Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 38.90% Reclassification Rate: 22.20% (2019-2020) Reclassification Rate: 40.90%				60% reclassification rate
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Teachers and admin will receive extensive training and professional development on new ELA curriculum.</p> <p>Review/Revise pacing plans</p>	<ol style="list-style-type: none"> 1. Teacher stipends 1175 - \$38,450 3000 - \$9,613 2. Buyback days 1175 - \$19,140 3000 - \$4,785 	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p>	AP Salary and benefits 1300 - \$277,112 3000 - \$69,278	Y
3	Provide elective courses	<p>The Principal and Assistant Principal will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>They will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p>	<p>1. Music, teacher salary and benefits listed here. 1110 - \$195,281 3000 - \$48,820</p> <p>2. AP Salary and benefits 1300 - \$277,112 (Repeated) 3000 - \$69,278 (Repeated)</p>	Y

<p>4</p>	<p>Use federal funding to supplement our curriculum</p>	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>CNCA Kayne Siart partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$199,005 3000 - \$49,751 Teacher Assistants 2111 - \$19,425 3000 - \$4,856</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$11,250 5852 - \$17,375</p> <p>TIII – <u>Director of Biliteracy and English Learners, Rosetta Stone Foundations</u> <u>5849 - \$23,401</u> <u>4311 - \$5,046</u></p> <p>TIV – <u>Ethnic studies materials, PD, stipends</u> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u></p> <p><u>College Field Trip</u> <u>5812 - \$12,000</u></p> <p><u>STEMScopes online subscription</u></p>	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners</p> <p>Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.</p> <p>Title IV Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p> <p>STEMScopes/STEM Materials – Implement NGSS-aligned curriculum</p> <p>Fund college exploration activities such as field trips to university campuses.</p>	<p><u>STEM Supplies 4111</u> - \$1,600</p>	

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 87.80%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Allocate funds to provide capital improvements to better leverage space to ensure there is ample room for all service providers.</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA Kayne Siart is located in a low-income area that has high crime rates. In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.</p>	<p>Capital Improvements 9430 - \$8,000</p> <p>Vendor Repairs 5631 - \$30,000</p> <p>HVAC Maintenance 5599 - \$13,620</p> <p>Custodial (internal/contracted) 2200 - \$83,977 3000 - \$20,994 5531 - \$72,000</p> <p>Campus Security Guards Non-Capitalized equipment 4411 - \$12,409</p> <p>25% of rent Office supplies 4351 - \$18,000</p>	Y

<p>2</p>	<p>Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$62,280 2. PNEDG cost 5881 - \$1,079,964 3. Books 4211 - \$1,000 4. Software 5861 - \$21,734 5. SOM salary and benefits 2400 - \$62,400 3000 - \$15,600 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>school's front office to ensure that our families' school is a resource for assistance and support.</p> <p>School leadership works with PNEGD Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>CNCA 2 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

Goal 3

Goal #	Description
3	Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 95.60%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	(2019-2020) 11.79%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	4%
Suspension Rate	(2019-2020) 1.20%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	0.5%
Expulsion Rate	(2019-2020) 0%				0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 64.50%				85%
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 61%				85%
Middle School Dropout rate	(2019-2020) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1</p>	<p>Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners.</p> <p>Host quarterly student success team meetings for students with less than proficient attendance</p> <p>Instructional Leaders (Principals and/or Assistant Principal) will host instructional workshops (example: What is Phonics?) for families so they aware of what's happening in the classroom and can support their students at home.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase</p>	<p>FSC salary and benefits 2900 - \$57,416 3000 - \$14,354 Registrars salary and benefits 2400 - \$34,452 3000 - \$8,613 Front office clerks/staff positions salary and benefits 2400 - \$34,452 3000 - \$8,613</p>	<p>Y</p>
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opportunities to keep teacher and family partnership open, consistent, and collaborative.

The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and

Action #	Title	Description	Total Funds	Contributing
		emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relation		
2	Provide student-facing supports across the school community to improve school climate	<p>Engage all stakeholders (families, students and staff) in the development of a comprehensive, schoolwide positive behavior support plan, grounded in restorative practices.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Professional development for campus aides and administrators on Restorative Practices.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$87,836 3000 - \$21,959</p> <p>ASES 5844 - \$177,559</p>	Y

Goal Analysis 2021-2022

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.69%	\$ 1,906,840.42

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.

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNCA 2's unduplicated student count is 92.25%. Since CNCA 2's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

All students were provided a laptop or similar device in order to participate in distance learning as needed and to facilitate completing assignments once in-person instruction returns. Students are provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Foster Youth:

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice
- Interactions with teachers who implement a 4:1 positive to correct comment ratio

- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks.

English Learners

English learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers' distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Elementary #3

CDS Code: 19-64733-0122564

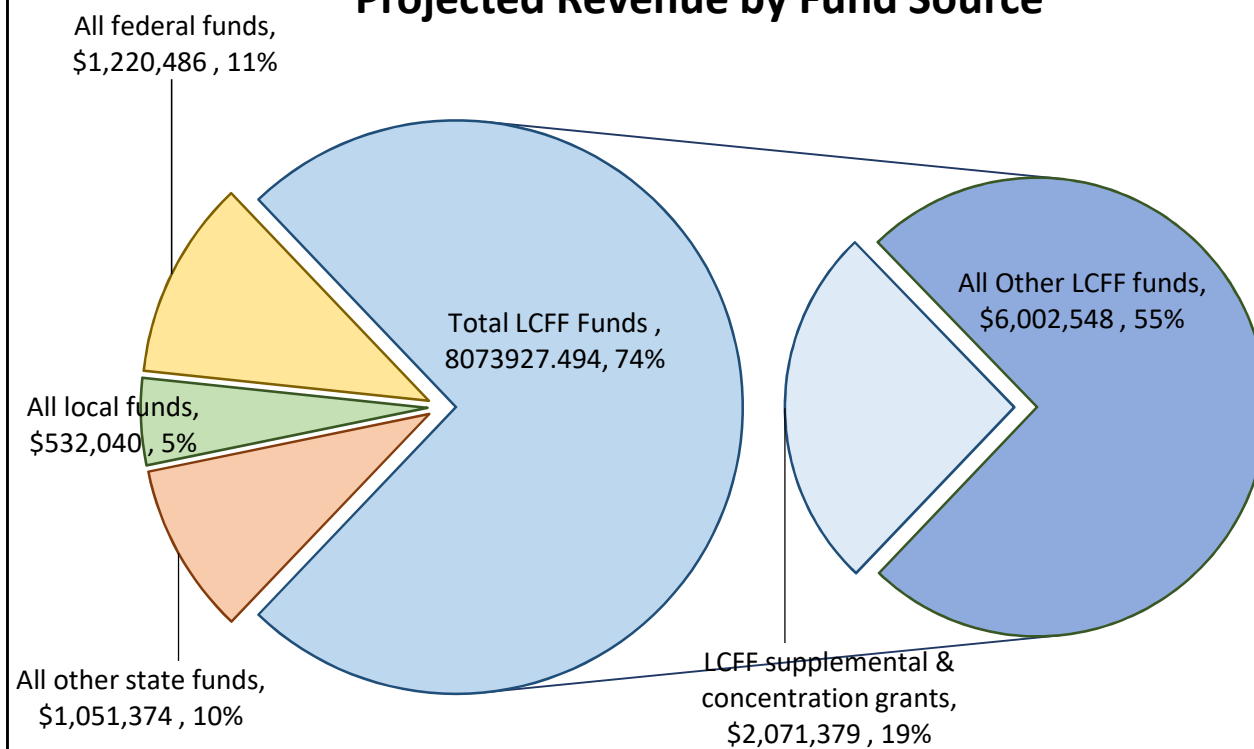
School Year: 2021 – 22

LEA contact information: Jay Laughlin, Principal

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

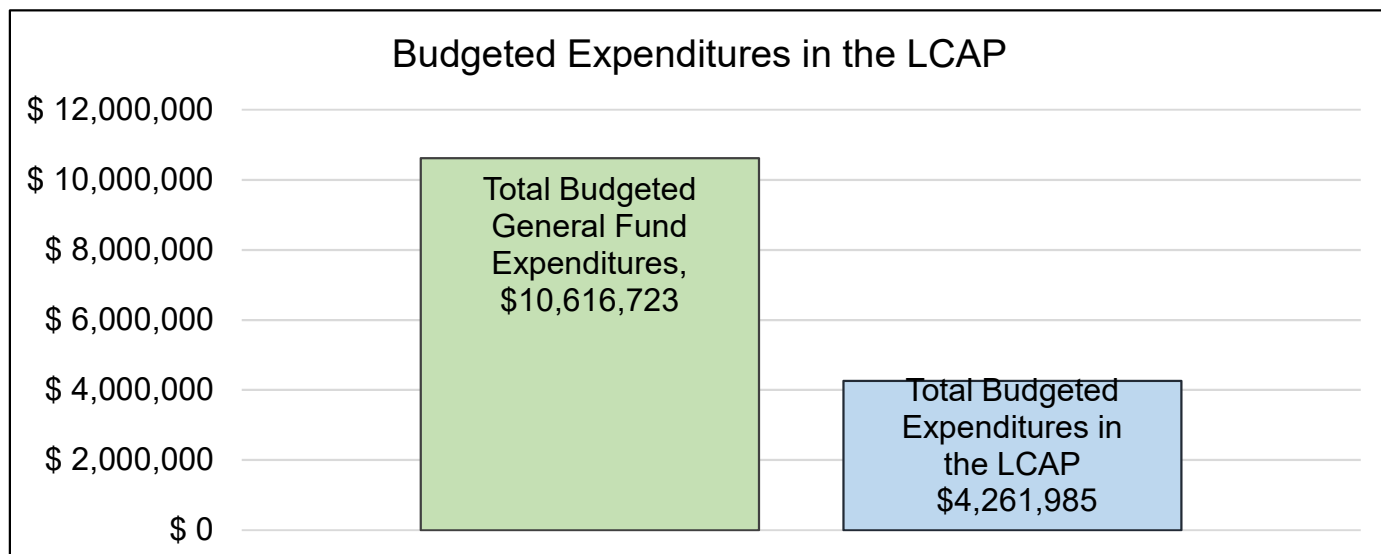


This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Elementary #3 is \$10,877,826.51, of which \$8,073,927.49 is Local Control Funding Formula (LCFF), \$1,051,373.78 is other state funds, \$532,039.66 is local funds, and \$1,220,485.57 is federal funds. Of the \$8,073,927.49 in LCFF Funds, \$2,071,379.09 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 Camino Nuevo Elementary #3 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camino Nuevo Elementary #3 plans to spend \$10,616,723.44 for the 2021 – 22 school year. Of that amount, \$4,261,985.25 is tied to actions/services in the LCAP and \$6,354,738.19 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

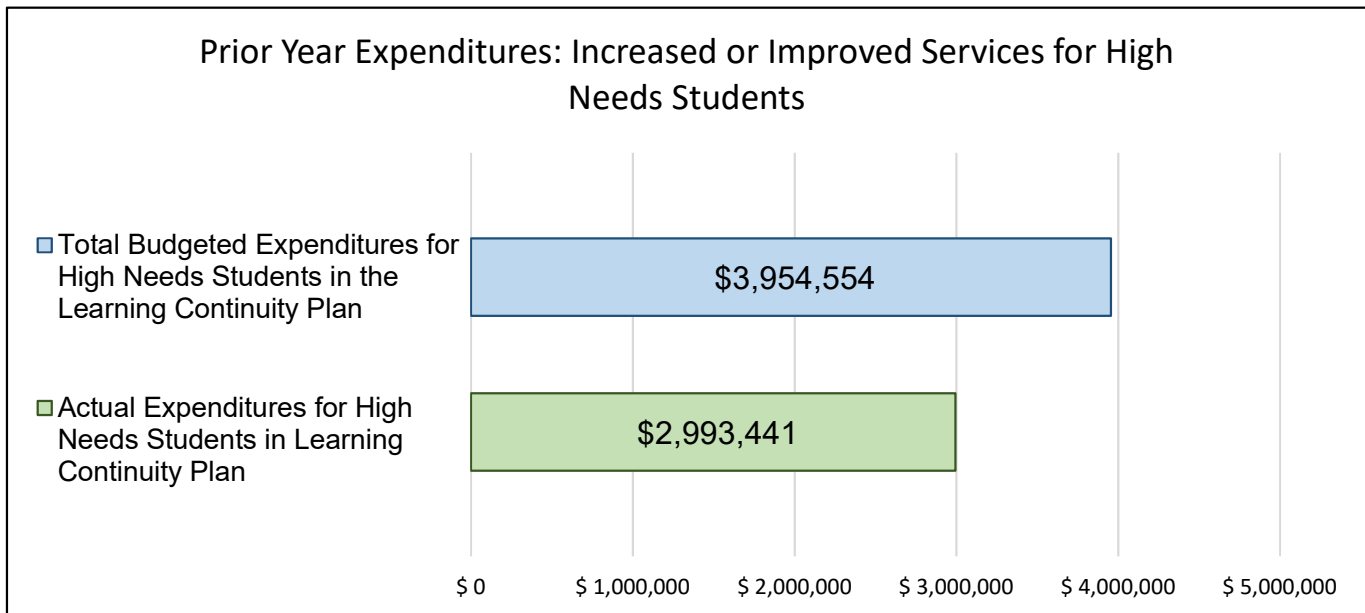
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

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

In 2021 – 22, Camino Nuevo Elementary #3 is projecting it will receive \$2,071,379.09 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Elementary #3 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Elementary #3 plans to spend \$4,261,985.25 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 Camino Nuevo Elementary #3 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 Camino Nuevo Elementary #3 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, Camino Nuevo Elementary #3's Learning Continuity Plan budgeted \$3,954,554.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent \$2,993,441.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$961,113.00 had the following impact on Camino Nuevo Elementary #3's ability to increase or improve services for high needs students:

Our costs were lower than anticipated because we did not end up returning to in-person school for the 20-21 school year. Therefore, several items on our original plan did not need to occur, such as developing

California Department of Education
January 2021

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
Camino Nuevo Elementary #3	John Laughlin - Principal	Jay.laughlin@caminonuevo.org (323) 730-7160

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

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>K-5 Reclassification Rate: 60% of English Language Learners at the K-5 level will grow 1 ELD level each year 9% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.</p>	K-8 RFEP rate: 15.8%
<p>6-8 Reclassification Rate: 40% of students in 6-8 with EL status grow at least one ELD level by the end of the year. 45% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.</p>	K-8 RFEP rate: 15.8%
<p>K-5 Reading Level: 58% of students Grades K-5 students will read on or above grade level in English by the end of the year.</p> <ul style="list-style-type: none"> • ELL: 54% of ELL students will achieve on or above grade level in reading. • SpEd: 20% of SPED students will achieve on or above grade level in reading. <p>48% of students Grades K-5 students will read on or above grade level in Spanish.</p> <ul style="list-style-type: none"> • ELL: 54% of ELL students will achieve on or above grade level in reading. • SpEd: 24% of SPED students will achieve on or above grade level in reading. 	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.

Expected	Actual
<p>6-8 Reading Levels:</p> <p>73% of 6-8th grade students will read on or above grade level in English by the end of the year.</p> <ul style="list-style-type: none"> • 40% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year. • 75% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year. • 40% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year. <p>71% of Grade 6-8 students will meet their reading growth goal in English by the end of the year.</p> <ul style="list-style-type: none"> • 55% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year. • 77% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year. • 53% of 6-8th grade students with disabilities will meet their reading growth goal by the end of the year. 	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>K-5 Standards Proficiency</p>	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>6-8 Standards Proficiency</p> <p>60% of all 6-8th grade students will score at or above standards on the ELA SBAC</p> <ul style="list-style-type: none"> • 45% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 80% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 35% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. 	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>

Expected	Actual
<p>40% of all 6-8th grade students will score at or above standards on the Math SBAC</p> <ul style="list-style-type: none"> 40% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 70% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 40% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 	
<p>Elective Courses</p> <p>100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes.</p> <p>95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.</p>	<p>Per PowerSchool, 99.6 % students participate in P.E. at CAS AND 96.17 % students participate in Music at CAS; At EIS, 96 % students participate in PE AND 77% students receive Tech instruction.</p>
<p>Highly Qualified Teachers</p> <p>85% of K-8 teachers are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.</p>	<p>37 teachers fully credentialed</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Provide robust professional development to support teachers in executing rigorous, standards-based instruction within our instructional frameworks.</p> <ul style="list-style-type: none"> • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summative data. • 9 release days through the year for teachers to study standards, analyze student performance data, plan curriculum, and plan assessments. • K-5 will incorporate bi-weekly data meetings to monitor performance against standards. • Assistant Principals of Instruction position will attend Standards Institute Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics and its use within the Bridges curriculum Professional development in Reading and Writing Workshop and how they address standards • Professional development in the California Next Generation Science Standards • Substitutes to provide for release days and instructional labs • Books and materials for professional study • Consultants to provide technical expertise • Two new APs will be added. One will be added to the K-5 campus, and one will be added to the 6-8 campus. 	<p>\$87,941 LCFF 1000-1999 Certificated Salaries; Assistant Principal #1 \$21,985 LCFF 3000-3999 Employee Benefits; Benefits - Assistant Principal #1 \$11,000 LCFF 5000-5999 Services and Other Operating Expenses; Professional Development \$5,000 LCFF 5000-5999 Services and Other Operating Expenses; PD - Teacher Release Time - Substitutes</p>	<p>\$ 121,250.00</p>

<p>Two Assistant Principals will be added. One will work at the K-5 campus and one will work at the 6-8 campus. There will be no mentor teachers on either campus.</p> <p>One part time instructional coach/consultant or assistant principal will be continue at the 6-8 level to provide additional instructional coaching and support.</p>	<p>\$83,589 LCFF 1000-1999 Certificated Salaries; Mentor Teacher \$20,879 LCFF 3000-3999 Employee Benefits; Benefits - Mentor Teachers \$86,216 LCFF 1000-1999 Certificated Salaries; Assistant Principal #2 \$21,554 LCFF 3000-3999 Employee Benefits; Benefits - Assistant Principal #2</p>	<p style="text-align: right;">\$ 98,086.43</p>
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<p>Provide authentic balanced literacy and math instruction for all students.</p> <ul style="list-style-type: none"> • PD on balanced literacy with a specific emphasis on reading and writing standards at the K-5 level. • PD to support teachers embedding integrated language and vocabulary development in core subjects/classes. PD to support integrated reading, writing, speaking and listening instruction across the curriculum. • PD on math curriculum implementation with a focus on constructivist practices. • Release time for refining unit plans within instructional frameworks for balanced literacy and math with a specific emphasis on meeting standards. • Classroom guided reading and Librarybooks in English and Spanish Classroom math manipulatives purchased to bolster classroom sets.. • Curricular materials, including the purchase of IReady for grades 3-5. • Literacy Consultants to provide job-embedded PD • An online reading assessment tool will be used to measure and track reading achievement by lexile level • Assessment will shift to prioritize standards-based assessment through the use of IABs and Illuminate. 	<p>\$0 LCFF 5000-5999 Services and Other Operating Expenses; PD - Teacher release Time - Substitutes \$30,000 LCFF 1000-1999 Certificated Salaries; Teacher Stipends - Summer Planning \$0 LCFF 3000-3999 Employee Benefits; Benefits - Teacher Stipends - Summer Planning \$10,000 LCFF 4000-4999 Books and Supplies; Books \$40,100 Federal Revenues - Title II 5000-5999 Services and Other Operating Expenses; Professional Development</p>	<p>\$ 85,384.00</p>
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<p>Provide necessary CCSS aligned curriculum</p> <ul style="list-style-type: none"> • Purchase CCSS aligned instructional materials • Smarter Balanced aligned preparation materials • Release time to analyze • CCSS-benchmark assessments Addition of one full-time STEM teacherPurchase of science materials and curriculum for Next Gen Science Standards • Purchase of IReady at the K-5 level.substitutes to fund release days for planning curriculum • Assistant Principals will attend Standards Institute 	<p>\$15,000 LCFF 5000-5999 Services and Other Operating Expenses; Coding Instruction \$110,000 LCFF 4000-4999 Books and Supplies; Chromebooks</p>	<p>\$ 49,108.00</p>
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<p>Provide supplemental intervention to students performing below grade level in math of literacy</p> <ul style="list-style-type: none"> • PD for teachers to support struggling readers, including students with IEPs • 2 Intervention teachers at the K-5 level who will teach both math and literacy with an emphasis on meeting grade-level standards. • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support math and literacy development (iReady) • One Teacher Assistant at every grade level • Language & Literacy Coordinator at the 6-8 level • Summer school for mathematicians and readers who are lowest performers • Hi-low library books to support middle grade students who struggle with reading. Additional intervention programs will include: After-school (approximately 12 weeks), Saturday Academies (4 Saturdays throughout year) 	<p>\$20,000 LCFF 2000-2999 Classified Salaries; Instructional Aides \$9,375 LCFF 3000-3999 Employee Benefits; Benefits - Instructional Aides \$195 LCFF 5000-5999 Services and Other Operating Expenses; Software \$263,198 Federal Revenues - Title I 1000-1999 Certificated Salaries; Intervention Instruction \$34,766 Federal Revenues - Title III 1000-1999 Certificated Salaries; Intervention Instruction \$87,733 Federal Revenues - Title I</p>	<p style="text-align: right;">\$ 390,736.75</p>
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	<p>3000-3999 Employee Benefits; Intervention Instruction - Benefits \$11,589 Federal Revenues - Title III 3000-3999 Employee Benefits; Intervention Instruction - Benefits</p>	
<p>Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <ul style="list-style-type: none"> • Two Intervention teachers at the K-5level • One Intervention specialist at the 6-8level • Online intervention programs aligned to core grade level standards • If needed, Purchase of intervention curriculum in literacy and mathematics 	<p>\$20,000 LCFF 2000-2999 Classified Salaries; Instructional Aides \$5,000 LCFF 3000-3999 Employee Benefits; Benefits - Instructional Aides \$20,000 LCFF 5000-5999 Services and Other Operating Expenses; Software</p>	<p>\$ 20,000.00</p>

Maximize special education instruction to support students with IEPs.

- Students with IEPs will be strategically clustered to maximize special education supports and dynamic blended inclusion. PD on special education instructional strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.
- PD on special education
- Behavioral modification strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.
- PD on co-planning.
- Substitutes to provide release time of one period per week for co-planning at the K-5 level
- Provision of one special education coordinator stipends to better support IEP writing and execution.
- Provision of one SPED instructional aide at the K-5 level, and one at the 6-8 level Continue additional RSP teacher at the 6-8 level
- Provision of one part-time SPED clerk at the K-5 level
- Purchase membership of one special education professional organization membership for RSP teachers.
- Include students with IEPs in all after-school and Saturday Academy intervention programs.

<p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <ul style="list-style-type: none"> • ELD teachers • Curricular materials (Systematic ELDkits, English 3-D books, etc.) Release time for ELD assessment • analysis and response, with particular attention to performance aligned to ELD standards. • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition coach at the K-5 level • Training and ongoing professional development in Systematic ELD, Academic Language Development, andintegrated ELD • At the elementary level, one teacher andone AP are designated ELD leaders who will dedicate one period per week to program improvement. • A bilingual advisory committee will be formed at the K-5 level to determine keyareas of focus for professional learning Students who have reclassified in grades 3-5 will shift to an IReady Curriculum to reinforce learning around key ELA Content Standards. 	<p>\$6,000 LCFF 4000-4999 Books and Supplies; Systematic ELD Kits \$890 LCFF 5000-5999 Services and Other Operating Expenses; Professional Development - EL Achieve \$10,000 LCFF 5000-5999 Services and Other Operating Expenses; Professional Development \$88,346 LCFF 1000-1999 Certificated Salaries; Assistant Principal #3 \$22,087 LCFF 3000-3999 Employee Benefits; Benefits - Assistant Principal</p>	<p style="text-align: right;">\$ 103,765.25</p>
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<p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <ul style="list-style-type: none"> • ELPAC preparation materials Professional Development in ELPAC Family workshops on ELPAC preparation Strengthen ELD concepts by • integrating systematic ELD across the curriculum • A bilingual advisory committee will be formed to address bilingual issues and monitor English language acquisition progress 	<p>\$5,000 LCFF 5000-5999 Services and Other Operating Expenses; PD - Teacher Release Time- Substitutes \$40,000 LCFF 1000-1999 Certificated Salaries; Teacher Stipends - CADRE, BCLAD \$17,000 LCFF 7000-7499 Other; Coding Instruction</p>	<p>\$ 25,000.00</p>
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<p>Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <ul style="list-style-type: none"> • Instructional aids • Online program to support instruction Language Acquisition Specialist TeacherUse of Title 3 funds to pay for ELD summer school and after-school intervention services. • A bilingual advisory committee will beformed, support integrated ELD across the curriculum. 	<p>\$120,000 LCFF 2000-2999 Classified Salaries; Instructional Aides \$30,000 LCFF 3000-3999 Employee Benefits; Benefits - Instructional Aides \$0 Federal Revenues - Title III 2000-2999 Classified Salaries; Intervention Instruction \$0 Federal Revenues - Title III 3000-3999 Employee Benefits; Benefits - Intervention Instruction \$8,000 LCFF 4000-4999 Books and Supplies; Books</p>	
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<p>Provide literacy and math supports for students who are new to the country and students who struggle to acquire English over time.</p> <ul style="list-style-type: none"> • Purchase the Teacher's College Wordstudy curriculum • Selection of one high frequency word list in English for all students. • Professional Development for teachers After-school intervention • Rosetta Stone subscriptions for newcomers • Title 3 Summer School • Literacy and math intervention teacher dedicated specifically to K-2 	<p>\$18,000 LCFF 1000-1999 Certificated Salaries; Summer School \$5,000 LCFF 4000-4999 Books and Supplies; Instructional Materials \$3,600 LCFF 5000-5999 Services and Other Operating Expenses; Professional Development \$20,000 LCFF 5000-5999 Services and Other Operating Expenses; PD</p>	<p>\$ 23,000.00</p>
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<p>Ensure student access to technology necessary to access online assessments</p> <ul style="list-style-type: none"> • Purchase of additional student laptops, desktops, carts, and/or tablets Technology coordinator at 6-8 level Technology teacher at 6-8 level Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacher Addition of one part-time tech aide at K-5 level 	<p>\$0</p> <p>\$132,000 LCFF 1000-1999 Certificated Salaries; Technology Coordinator \$32,970 LCFF 3000-3999 Employee Benefits; Benefits - Technology Coordinator</p>	<p>\$ 95,584.68</p>
<p>Ensure all students have access to standards-aligned instructional materials</p> <ul style="list-style-type: none"> • Instructional materials • CCSS aligned textbooks • Science materials and curriculum • IReady Online Curriculum for K-5 	<p>\$6,000 LCFF 4000-4999 Books and Supplies; Instructional Materials</p>	<p>\$ 6,000.00</p>

<p>Ensure students have access to classes taughtby highly qualified teachers.</p> <ul style="list-style-type: none"> • Credentialed and highly qualified teachers 	<p>\$0 Federal Revenues - Title I 1000-1999 Certificated Salaries; Intervention Instruction \$30,000 LCFF 1000-1999 Certificated Salaries; Teacher Stipends \$4,000 LCFF 5000-5999 Services and Other Operating Expenses; TFA Recruitment Fee</p>	<p>\$ 24,000.00</p>
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<p>Provide electives to complement and widenscope of students learning.</p> <ul style="list-style-type: none"> • Electives teachers • Arts and dance program have been reduced from full year to half-year orless to provide more academic time inschedule at the K-5 level. • Curricular materials for technologyclasses • Continuation of STEM teacher andSTEM curriculum at K-5 level • After-School Program • Coding for the third grade curriculum 	<p>\$42,033 LCFF 1000-1999 Certificated Salaries; Music Teacher \$10,508 LCFF 3000-3999 Employee Benefits; Benefits - Art Teacher \$12,300 LCFF 5000-5999 Services and Other Operating Expenses; Dance Instruction \$16,647 LCFF 5000-5999 Services and Other Operating Expenses; Art Instruction \$56,974 LCFF 1000-1999 Certificated Salaries; PE Teacher \$14,244 LCFF 3000-3999 Employee Benefits; Benefits - PE Teacher</p>	<p>\$ 209,963.75</p>
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Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives	\$13,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips	\$ 8,800.00
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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.

[Add text here]

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

Successes in implementing the actions/services to achieve our goal include starting with a focus on ensuring access to grade level standards for all students. This approach to teaching and learning sets a foundation for us to improve our practice with this decision as a base for all others to stem (intervention supports, scaffolds for struggling learners, accelerating learning and improving learning outcomes). Our math planning and instruction has been closely aligned to grade level standards while utilizing a constructivist based approach to learning so that students empowered to drive new learning and take on the cognitive lift in class. A success has been simultaneously building teacher knowledge of the demands of standards while also incorporating a CCSS vertically aligned curriculum with Bridges and CPM. Literacy was more challenging in building vertical alignment and standards alignment across our school with the workshop curriculum, but at this point we are putting ourselves in position to launch a vetted and CCSS vertically aligned curriculum that includes access to complex texts and grade level standards for all students starting in 21-22. Our supports for subgroups have improved in terms of special education PD and training as well as aligning our ELD courses with the demands of ELPAC, resulting in improved outcomes for reclassification amongst our ELs. Technology has been embedded within our instructional program so that every student is able to use technology to further learning across subject areas with 1-1 student to tech device ratio.

Challenges in implementing our actions/services to achieve our goal are rooted in the abrupt shut down of school tied to the Covid-19 pandemic. We were not able to effectively gauge progress on several of our key metrics tied to standards based instruction and student achievement. This also occurred at a point in the year when momentum would be building for students to accelerate learning in approaching the end of the school year. As a result, we have much left to do with regards to many of the actions/services included in our plan. We will not be changing course significantly from what we've set out to do, but we know we need to sustain efforts around our

targeted initiatives so that we can achieve the gains we set out to reach at the end of 19-20. A major part of this process will include our work around standards based instruction that is vertically aligned for math and literacy. The curriculum can serve as a powerful tool in affording our students access to grade level content that builds year over year so that by the time students culminate to high school they are prepared to take advantage of the opportunities at their disposal. Another aspect that created a challenge in delivering upon the goals set in our plan and the actions/services described within connects to turnover amongst the leadership team. Our school has shifted so that we are operating as a single school albeit in two campuses, and this merger has included new team members and some team members leaving. As a result, the learning and calibration required amongst the leadership team is a key part of our forward progress that will take some time to align on goals and strategy. This has already taken place, but the turnover happening within the 19-20 school year disrupted some of the consistency that would ensure follow through on all the actions/services described in our plan.

Goal 2

Foster a school climate and culture centered on high levels of student achievement, personal agency and identity, and a sensitivity to the world.

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
<p>K-5 Attendance Rate</p> <p>Increase the percentage of students with proficient attendance, grade K-5, to 66%</p> <ul style="list-style-type: none"> ELL: 70%- Increase the percentage of ELL students with proficient attendance to 78% SpEd: 58%-Increase the percentage of SPED students with proficient attendance to 80% 	<p>Overall 93.72% attendance rate</p>
<p>6-8 Attendance Rate</p> <p>Reduce the percentage of chronically truant students, grades 6-8, to 3%</p> <ul style="list-style-type: none"> ELL: Reduce the percentage of students who are chronically truant 4%. RFEP: Reduce the percentage of students who are chronically truant to below 2%. SpEd: Reduce the percentage of students who are chronically truant to below 8%. 	<p>Overall 95.50% attendance rate</p>
<p>The suspension rate in grades K-5 will decrease to .5%</p> <ul style="list-style-type: none"> The ELL suspension rate in grades K-5 will be reduced to .5% The RFEP suspension rate in grades K-5 will be reduced to .5% The SPED suspension rate in grades K-5 will be reduced to .5% 	<p>Suspension rate of 1.3%</p>
<p>The suspension rate in grades 6-8 will be maintained at fewer 2%</p> <ul style="list-style-type: none"> The ELL suspension rate in grades 6-8 will be fewer than 2% The RFEP suspension rate in grades 6-8 will be fewer than 2% The SPED suspension rate in grades 6-8 will be fewer than 2% 	<p>Suspension rate of 5.3%</p>
<p>Parents participating in a school wide events, grades K-8 will increase 5% from 2018-2019 rate.</p>	<p>K-5 participation rate at 89% (down 4%) 6-8 participation rate at 86% (down 6%)</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>. Develop support structures for struggling and/or disengaged students</p> <ul style="list-style-type: none"> • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.)Counselors • Implementation of Second Step Curriculum to teach the K-5 corecharacter values (CARES) School-wide community building activities • Elementary Assistant Principal for School Programs (replacing Dean ofCulture) • Continue Director of Student and FamilyServices (DSFS) at the Middle School Campus Aide dedicated to support the work of the Dean of Culture/DSFS Camp Camino activities • Technology to track and monitor data related to student engagement (e.g., DeansList) • Mental health counselors • Contracted services for mental healthproviders. • Professional development for teachers and leaders in Positive Behavior Supports, Trauma Sensitive Practices, Restorative Justice, and other areas tostrengthen culture 	<p>\$98,058 LCFF 5000-5999 Services and Other Operating Expenses; Mental Health Program Fee \$0 LCFF 3000-3999 Employee Benefits; Benefits - Mental health Counselors \$117,037 LCFF 2000-2999 Classified Salaries; Deans of Culture -2 \$29,259 LCFF 3000-3999 Employee Benefits; Benefits - Deans of Culture - 2</p>	<p style="text-align: right;">\$ 335,737.79</p>

<p>Provide supports and services to engage and partner with families.</p> <ul style="list-style-type: none"> • Health and wellness courses and workshops for families • Technology to increase communication with families (e.g., Parent Square, PowerMyLearning, Family Playlist) Academic support workshops for families • Social and Emotional Development workshops for families • Family leadership training and workshops • Student and Family Services Coordinator at the Elementary School Director of Student and Family Services at the Middle School • Family support groups facilitated by Mental health therapist • Supplies to support Mental Health Programs • Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture • Partnership with outside organizations to engage and support families (e.g., PowerMyLearning, Magnolia Place, Didi Hirsh, etc.) 	<p>\$49,920 LCFF 2000-2999 Classified Salaries; Student & Family Services Coordinator - 1 \$12,480 LCFF 3000-3999 Employee Benefits; Benefits - Student & Family Services Coordinator</p>	<p>\$ 63,677.50</p>
<p>Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.</p> <ul style="list-style-type: none"> • Attendance incentives Class trips • School trips • Merit Day/Fun-tastic Friday activities and awards • School dances and events`` • Facility rentals (school dances, field days, culmination, etc.) • Camp Camino Activities • Jaguar Spirit Week activities 	<p>\$4,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips</p>	

<p>Provide students with experiential learning opportunities</p> <ul style="list-style-type: none"> • Field trips and School Excursions Guest Speakers • College Visits • Release time to create and refine structures and curricula to support integrated EXL opportunities. • Student government (national membership fees, trainings, conferences, etc.) • Project and presentation-based learning opportunities 	<p>\$25,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips / College Trips \$2,000 LCFF 5000-5999 Services and Other Operating Expenses; PD</p>	
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<p>Partner with outside agencies to provide extracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (e.g., FIYA, NormandiePark, LAPR, etc.) • Arts, Dance, and Music programs (e.g., LOUD) • After School Program 	<p>\$5,000 LCFF 1000-1999 Certificated Salaries; Teacher Stipend - Coach \$3,500 LCFF 5000-5999 Services and Other Operating Expenses; Sports/Field Fees \$12,300 LCFF 5000-5999 Services and Other Operating Expenses; Dance Instruction \$16,647 LCFF 5000-5999 Services and Other Operating Expenses; Art Instruction \$110,089 LCFF 1000-1999 Certificated Salaries; Music & Art Teacher \$27,522 LCFF</p>	<p>\$5,000</p>
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	<p>3000-3999 Employee Benefits; Benefits - Music & Art Teacher</p>	
<p>Ensure students safety and appropriate supervision.</p> <ul style="list-style-type: none"> • Campus aides • BSET training for all Campus Aides and Teacher Assistants • One additional Campus Aide to support Student Culture • Security costs, including Video Surveillance System • SPED Teacher Assistants for students with moderate to severe disabilities • Student Behavior Interventionist at 6-8? 	<p>\$163,800 After School Education & Safety 5000-5999 Services and Other Operating Expenses; After School Program \$200,000 LCFF 2000-2999 Classified Salaries; Campus Aides \$50,000 LCFF 3000-3999 Employee Benefits; Benefits - Campus Aides</p>	<p>\$ 343,849.50</p>
<p>Provide services to support students social and emotional development.</p> <ul style="list-style-type: none"> • Counseling and mental health resources School-wide assemblies • Professional development for Advisory teachers in advisory framework and in Restorative Justice • Full-time mental health counselor Professional development for all staff on special education inclusion strategies for students with disabilities • Adoption of select Second Step lessons to teach K-5 character education program (CARES) • Adoption of Health Curriculum K-5 Peer Mediators training and support 	<p>\$68,058 LCFF 2000-2999 Classified Salaries; Mental Health Program Fee \$0 LCFF 3000-3999 Employee Benefits; Benefits - Mental Health Counselors</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.

[Add text here]

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

Successes in implementing the actions/services to achieve our goal include launching a culture cadre for grades K-5 to help create professional learning for staff around areas that will improve school culture (developing schoolwide positive behavioral intervention and supports, restorative justice, and trauma sensitive practices). Our 6-8 campus has developed an advisory committee with teachers to procure content. The culture cadre has created consistent advisory content to implement across classrooms and build a positive school culture. We've also taken steps to incorporate more schoolwide celebrations for our K-5 and 6-8 campuses. Another success is with parent outreach and communication. We've fully embraced Parent Square as a tool for parent communication and partnership, and this has allowed for streamlined communication with families which will continue to improve our participation rates at both sites. It also helps to have one family services coordinator working across both campuses to connect with families as one school.

While we've taken a step in the right direction to establish this team and incorporate teacher voice in a path forward, we have more work to do in terms of implementing schoolwide systems for positive behavioral supports. Particularly, we've seen a challenge with students at the tier 3 level for whom tier 1 supports are not sufficient. This can have an impact on classrooms and grade levels, and so building our capacity to meet unique needs of students for whom tier 1 systems may not be enough. Still, we need to spend time building consistency with our tier 1 systems as a school at both campuses and provide professional learning that helps our teachers hold consistently high expectations for behavior and leverage appropriate supports through pedagogical practice and best teaching strategies. We have room to develop this positive foundation through the systems and curriculum we implement with all students across all classrooms, which we project will have a positive impact on student engagement, attendance, and behavior.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$142,002 Object Code 4371, 4399 LLMF CR \$337,987 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 377,222.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Collect and analyze participation data from Spring of 2020.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration \$134,739 Object Code 2400 LCFF Supplemental/Concentration \$88,386 Object Code 1000, 2000, & 3000 Series ESSER	\$ 35,013.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$33,481 Object Code 4311 LLMF CR	\$ 35,514.64	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$50,690 Object Code 5861 LLMF CR	\$ 20,741.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$30,000 Object Code 5852 TITLE II \$18,204 Object Code 5852 LLMF CR \$107,151 Object Code 4110, 4311, 4411, 5311 LLMF CR \$38,181 Object Code 4311, 5852 LLMF GEER	\$ 190,737.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y

Provide access to devices and connectivity.	\$67,524 Object Code 4411 LLMF GF \$404,990 Object Code 4411, 5631, 5999 LLMF CR \$42,083 Object Code 4411, 5999 ESSER	\$393,391.00	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- Continuity of Instruction: Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology

with students from afar requires that lessons move much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.

- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning

setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$33,481 Object Code 4311 LCFF Supplemental/Concentration	\$ 23,414.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$37,243 Object Code 5849 LLMF CR	\$ 14,366.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance

learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$142,245 Object Code 5849 ESSER	\$ 146,236.00	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR	\$ 54,935.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
		\$53,597 Object Code 2400 LCFF Supplemental/Concentration		
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$14,000 Object Code 4399, 5621 LLMF CR	\$ 9,705.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$1,236,271 Object Code 5881 LCFF Supplemental/Concentration	\$1,205,087	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$66,923 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 66,923.00	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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.

- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.
- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support

through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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.

Analyzing the student outcomes based on the 2019-2020 LCAP is compromised in part because of limited summative data from the 2019-2020 school year based on in-person closure for Covid. The data that we do have shows improvements with the performance of our EL students taking ELPAC. What we initially set up in terms of key components of our strategy for improvement were steering us in the right direction – standards based content, systems for data analysis and informed response by teachers, professional learning on ensuring access to standards for all students with appropriate scaffolds for support, developing schoolwide systems for positive behavioral interventions and supports, and tailoring these efforts for our subgroups of students who are EIs and students with IEPs. In moving forward, it's important that we develop goals that are narrow in scope and build upon where we are now. We know that covid is going to have an impact on student learning gains from end of 2019-2020 through end of the 2020-2021 school year. As a result, in preparing for students to return, we have to target focused areas for improvement in a sequential process so that we are building from where we are and scaling our work up so that it creates a coherent path to continuous improvement. This means focusing on and establishing a positive school culture with our students returning from Covid. Systems for teaching students, supporting students in reaching, and holding students accountable for reaching positive behavioral expectations will be a foundation for our success. From here, we will be able to adequately support teachers in leveraging a new, CCSS vertically aligned ELA curriculum across all grades. This will involve a steep learning curve for teachers, and we recognize that students will be entering grades with some high needs in terms of prerequisite learning so they can access and reach grade level content mastery. This means in conjunction with rolling out our grade level standards based curriculum, we'll need to explicitly embed instructional supports and scaffolds that provide "just in time" support to accelerate student learning. This will not be far off from our focus this year, but it will require significant inputs in terms of professional learning because we will likely be shifting to hybrid and in person instruction. Focusing on establishing systems and setting

clear expectations for developing a positive school behavioral culture will be the soil from which we'll be able to then focus on building capacity amongst staff to not only teach CCSS aligned content in their respective subject areas, but provide PD around how to do this for students that are likely entering the grade with more intensive academic needs because of the year plus of distance learning where we can't assume every student made the typical accelerated progress we'd expect with in person teaching and learning.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
Camino Nuevo Elementary 3	Jay Laughlin, Principal	Jay.Laughlin@CaminoNuevo.org (323) 730-7160

Plan Summary 2021-2022

General Information

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

CNES 3 serves 740 students in grades TK/K through 8. Ninety-Four percent (94%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #3 was 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities.

CNES 3 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

Reflections: Successes

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

At this time, CNES 3 does not collect data from one of the verified data sources approved with the passage of AB 1505. Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records (TK-2)

- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

This assessment plan was carefully crafted to meet the needs of our distance learning program this year. Therefore, we do not have data that shows one year's progress from one academic year to the next. However, an analysis of our students' beginning-of-year, quarter one, and quarter two performance on these interim assessments demonstrate the following:

Interim Assessment Findings and Response:

ELA Interim Assessment IABs: At the end of Quarter 1, our teachers administered IABs remotely for all students. The IABs are aligned to grade level standards, and during quarter 1 we noticed that pacing with instruction was behind what we'd originally anticipated because we first had to ensure student online access to virtual learning and supporting students in engaging in classes.

At the onset of quarter 2, we took time to ensure teachers could preview the end of quarter 2 IABs and select the standards based IAB that most closely aligned with upcoming instruction. This way, we could ensure we captured student learning outcomes aligned to content covered in class during quarter 2. As a result of previewing the interim assessments, this afforded teachers the opportunity to clarify the expectations for students corresponding to standards (know the criteria for success) and also make sure that the content covered in quarter 2 was aligned to these standards and expectations.

From quarter 1 to quarter 2, we saw growth among every grade in terms of IAB performance. We attribute the improvement in quarter 1 IABs to quarter 2 IABs in large part to the proactive approach of leveraging the IABs as teaching tools that informed upcoming instruction. We also attribute the improvement in the analyses processes in place for teachers to understand expectations on the quarter 1 IAB, diagnose student performance in terms of strengths and needs, and then action plan upcoming instruction in quarter 2 to improve in areas that were lower performing. At this point, we are focusing on building teacher and student capacity in leveraging asynchronous learning opportunities through online platforms for ELA. This offers a complement to our standards-based instruction in class with students having the chance to engage with articles that are aligned to their independent Lexile level so that they can build their individual reading proficiency and thereby more fully engage with grade level texts and tasks in their ELA classrooms.

Our Math interim assessment results have been developed to align with grade level standards and also provide opportunities for us to analyze current student performance and adapt our approach to improve learning outcomes for all students. This year, we've created interim assessments for math that have aligned to content covered by teachers through each quarter. The assessments have been developed using standard-aligned items that correspond to the standards of focus in our units for Bridges (3-5) and CPM (6-8) math curriculum. We noticed that with these standards-aligned assessments, pacing was still a challenge for instruction. From shared network analysis, we learned that schools with strongest performance were leveraging asynchronous instruction through ST Math to improve student outcomes. As a result, this was a shift we leveraged beginning in semester 2 to ensure students would have opportunities for sufficient practice with standards aligned tasks and so that students had an opportunity to practice prerequisite skills that prove to be essential foundations from which teachers can then lead instruction at grade level standards-based content. Our focus on building teacher capacity in leveraging online learning platforms for asynchronous instruction is a result of the analysis and collaboration with partner schools around what is proving most effective in the distance learning setting.

Though leveraging interim assessments in both ELA and math for our students, we are able to develop cycles of learning for teachers that not only allow them to more deeply understand the demands of standards expectations at grade level, but also to diagnose how their students are performing relative to those standards and make informed instructional decisions to respond to student learning needs.

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.

CNCA identified needs across all the schools in the network that should be addressed in a united way. CNCA collaborated with school leaders across the network of schools to articulate three united goals for all of CNCA's schools.

In addition to the identified needs, new legislation affected information that must be addressed. Although for some of CNCA's schools, these goals are a shift from the way they were articulated in the previous 2017-2020 LCAP, the schools' needs continue to be the driving force behind the decision-making.

CNES 3 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

A review of the 2019 California School Dashboard revealed that the school's ELA "Status" (Distance from Standard, DFS) was "Lower" schoolwide and for the four numerically significant subgroups: English Learner, Latino, Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD)

For CNCA #3, we saw an improvement in ELA performance overall with growth of 16.1 points as we were -63.3 DFS in 2018 and -47.2 DFS in 2019. Our improvement overall shows we are on the right trajectory, but have more work to do as our current level of performance is still below that of the state overall. All of our numerically significant subgroups improved performance from 2018 to 2019. ELs increased by 12.6, Latino subgroup increased by 15.7, socioeconomically disadvantaged students increased by 16.1, and students with disabilities increased by 19.2.

Although we've seen improvement from 2018 to 2019, we still have room for improvement as each of our subgroups, as stated above, is performing lower than the state overall in terms of DFS.

We performed a root cause analysis for this lower DFS status for schoolwide and the subgroups, and;

We are building our dual language instructional program so that students are learning using academic English and Spanish across content areas. Data shows the model will ultimately lead to increased academic outcomes for all students, and that this positive impact will take place later in students' academic development as they are working to master communication skills of academic listening, speaking, reading, and writing in both English and Spanish. We are excited about investing in this teaching and learning approach with fidelity as we know it will lead to greater levels of success for students as they enter high school, college, and beyond. In the short term, the benefits do not often show a linear growth trajectory, but instead show accelerated growth on assessments as students matriculate toward later middle school and high school.

Another source for this is that our current curriculum takes time to develop and leverage with students so that it targets grade level standards and provides scaffolds for students to meet those standards. While our workshop model can prove effective for experienced teachers, it involves a steep learning curve for more novice teachers that are not yet well versed in standards.

As a result, next year we are planning to offer training and PD so that our teachers will be able to launch a new vertically aligned, standards-based curriculum for ELA and SLA that will enable our students to have access to grade level standards that coherently builds upon what

students have learned and studied in previous years. This vertical coherence is difficult to develop with the workshop curriculum, and with a task force researching Edreports on effective curriculum in terms of standards alignment and implementation, we are confident this shift will help us more effectively teach towards standards in all grade levels. With accompany PD, we believe this focus on coherently aligning our content Tk-8 will result in increased gains in reading proficiency demonstrated on district and state assessments.

The following is an outline of the actions the school's leadership team plans to implement to improve overall student academic performance in ELA as measured by the California School Dashboard.

This year, as a leadership team, we've prioritized accelerating learning as a framework for our instructional program across all subject areas. This framework has influenced our professional development, and the systems for support and guidance for our teachers have helped ensure that teachers are targeting grade level state standards in their classrooms and building in scaffolds that equitably support students in accessing grade level content. Our performance overall and for our subgroups shows that we have room to improve and our Smarter-Balance assessments reveal we have just under 30% of our students demonstrating that they are meeting or exceeding in terms of standards-based proficiency.

Lesson plans for teachers are reviewed by our team, observations of teacher practice are conducted on a regular basis as every teacher has a designated coach that provides feedback and support aligned to our accelerated learning instructional framework. This semester, in part influenced by our context in virtual learning, we've focused on leveraging our online learning platforms so that students have the opportunity to solidify skills that equip them with pre-requisite learning and practice they need in order to better access the grade level standards and texts we are teaching to in our ELA classrooms.

Moving into SY 2021-2022 and beyond, we plan to sustain our focus on accelerated learning to ensure equitable access to grade level content and appropriate scaffolds to support students in mastering grade level content. In addition, our dual language model is research based and designed to lead to increased gains for students as they move through middle school. As our dual language program continues to build to 5th grade and up, we expect to see improved outcomes for our students. We also believe our literacy curriculum for next year will be a first step in ensuring every student is accessing standards based instruction that coherently builds upon what has been taught in previous years.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" DFS was " Lower " schoolwide and for the English Learner and SWD subgroups. For CNCA #3, we saw an improvement in Math performance overall with growth of 31.2 points as we were -90.1 DFS in 2018 and -58.8 DFS in 2019. Our improvement overall shows we are on the right trajectory, but have more work to do as our current level of performance is still below that of the state overall.

All of our numerically significant subgroups improved performance from 2018 to 2019. ELs increased by 24.3 from -95.3 DFS to -70.9 DFS and students with disabilities increased by 44.3 from -164.6 DFS to -133.3 DFS.

Although we've seen improvement from 2018 to 2019, we still have room for improvement as both of our subgroups, as stated above, are performing lower than the state overall in terms of DFS.

We performed a root cause analysis for this lower DFS status for schoolwide and the English Learner and SWD subgroups, and;

Vertically aligned curriculum is still in early phases of adoption across our school, but it has made a positive impact on student achievement thus far. Implementation includes a heavy lift not only for teachers, but especially for our subgroups that were initially scoring so far below standards in terms of DFS. Over time, with sustained implementation of a vertically aligned and standards-based curriculum, we expect to see growth continue for our ELs and SWDs. Continuing to build our practices with effective implementation will enable students to build upon their standards-based learning in each successive year, thereby moving us toward greater levels of proficiency for all subgroups and especially ELs and SWDs.

A root cause for a lower DFS status schoolwide, for ELS, and for SWDS shows a need for more intervention supports and best practices for scaffolding instruction so that students currently performing below grade level standards and with certain knowledge gaps from previous years are able to get timely interventions that ensure they can be successful with grade level core content. This is the approach we are using behind accelerated learning, though this model is relatively new and takes time to build effective systems leading to improved student achievement. We need to strengthen multi-tiered systems of support so our students that are most at risk are provided with the scaffolds and supports they need to access grade level content.

The following is an outline of the actions the school's leadership team plans to implement to improve overall student academic performance in math as measured by the California School Dashboard

This year, we've focused on accelerated learning so that we are providing students with timely interventions that address prerequisite skills students will need to access core grade level content and standards. This is challenging in the distance learning setting, and takes time to build capacity across classrooms. As we remain steadfast in ensuring all students have access to grade level content in their math classes, we know we need to build teacher capacity to scaffold supports so every student can be successful in reaching these high expectations.

Part of our approach this year has been to leverage asynchronous online learning platforms that offer students authentic opportunities to practice skills they will need to be successful with grade level content. This focus on building teacher and student capacity to utilize online learning platforms offers more timely data that teachers can respond to and use to inform instruction in the synchronous learning spaces. We believe that building students' usage with these platforms, as research shows, will lead to improved academic outcomes as measured by state assessments.

Review of the 2019-2020 EL data revealed the following: The school's At-Risk rate is higher than the state's average. The school's LTEL rate is higher than the state's average. Within our review of the data we note that our reclassification rate changed from 2018-2019 to 2019-2020 shows an increase overall from 9% to 15.8%. In 2018-2019, our data showed we were behind the state in reclassification by nearly five percentage points. In our percentage of students listed as LTEL, we see that we reduced this percentage of students from 2018-2019 to 2019-2020. Please note that CNCA #3's LTEL rate is actually lower than the state average: the LTEL rate in 2018-2019 was 12.8% compared to the state's rate of 14.7%. In 2019-2020, we saw our LTEL percentage drop to 6.7% compared to the state's rate at 8.9%. We are hopeful in seeing this trending down as we reclassify students at a higher rate, though we realize there is more work to be done to ensure our students continue building their English proficiency and demonstrating this on the ELPAC.

One root cause for the reclassification rate being even higher and the LTEL percentage being even lower is that ELPAC requirement has recently been added to the reclassification versus previously able to use our own internal assessments to reclassify. This is good in that it sets a clear standard for our students and staff to plan toward, and it's something we've had to adjust to so we are ensuring students are working toward ELPAC proficiency as a target for reclassification.

Another factor to consider is we are building our educational program as a Bilingual school. This program development takes time, and we understand this is beneficial in the long term though does not always show gains in the short term. Research shows it takes 5-7 years to acquire a language according to Thomas and Collier (and similar research). We believe this contributes to our "At Risk" rate being higher than the state's. We show our at risk percentage going from 16.2% down to 11.1%, while the state's at risk rate for the same years went from 9.5% to 5.7%. We are trending in the right direction, but as a result of what research shows we see our students reclassifying later on which aligns with our dual language program model.

Finally, our ELA curriculum has been focusing on a workshop model. This model is not standards focused and we know that the reading and writing section organization wide are significant areas of struggle for our students/keeping them from reclassifying. This will be addressed as we

launch a comprehensive standards aligned ELA curriculum that addresses demands or standards for students across grades in reading and writing.

In order to support our English Language Learners to both reclassify and be successful in their general education classes, we have made multiple changes to how we support English Language Learners. Some of these improvements are specifically targeted for our English Language Learners, and other improvements target all students, and benefit our English Language Learners along with all other students.

One such improvement is our implementation of targeted intervention for English Language Learners at our K-5 site. This intervention is administered by an intervention teacher and specifically targets English Language Learner students who are nearing reclassification. In forming the groups of students for this intervention program, we have analyzed the data and grouped students according to their area of need in reclassification. For example, if the ELPAC reading score is the area that is preventing a student from reclassifying, that student receives targeted intervention to grow in that specific area.

In order to gather ongoing actionable data for our English Language Learners about their English Language Development, we have also begun implementing weekly exit tickets that teachers administer and track during their designated ELD instructional blocks. These exit tickets are aligned to the requirements of the ELPAC and provide teachers with ongoing formative data that is actionable for teachers in measuring student progress. The introduction of these exit tickets came as a result of the deep dive that we did as an organization into our ELD curriculum in order to determine how aligned our curriculum was to the ELPAC. In identifying a need for additional embedded opportunities for students to practice with ELPAC aligned tasks, we began implementing this exit ticket system along with embedding other ELPAC aligned tasks into their ongoing lessons.

Another improvement that we made in the 19-20 school year at our K-5 site and have continued this year is providing intervention as an elective for students. Students in grades K-3 take intervention and the teacher differentiates the intervention instruction to meet student needs. She collaborates with the General Education teacher in order to plan her instruction based on the needs of the students as well as the current content of the general education classroom. Through this collaboration, the intervention elective teacher (different than our EL intervention teacher) is able to tailor intervention supports to meet the needs of all students, including our English Language Learners. We specifically focus this additional intervention in lower grades in order to be proactive about identifying and meeting the needs of students before they fall significantly behind.

Because we know that the Reading and Writing portions of the ELPAC have been an area that students have struggled and that have held them back from reclassifying, as an organization we have also analyzed how we are carrying out reading and writing instruction in all classrooms. In reflecting on our previous approach to reading and writing instruction, we have been able to recognize the opportunity afforded by additional technology access for our students and we have taken advantage of that by implementing reading-focused online learning platforms: Smarty Ants(grades K-3) and Achieve 3000 (grades 3-8). These independent reading programs assess and target student areas of need and are used in our asynchronous spaces for students to practice and improve on both foundational (Smarty Ants) and more advanced (Achieve 3000) reading skills. These programs are standards aligned and have proven effective in increasing student reading levels in independent studies.

As a more long term change that we are implementing as an organization is the re-evaluation of our literacy approach and we will be making a curriculum shift in the 21-22 school year to a more standards-driven curriculum and approach to teaching literacy. We recognize that in both our reclassification data that tells us that our students struggle with the reading and writing portions of the assessment, as well as in our stagnated ELA growth data, that we need to drastically change how we are approaching literacy instruction and are undertaking this work in an aligned manner across our K-8 campuses.

Review of the 2019 California School Dashboard revealed the following: The Chronic Absenteeism indicator which was higher than the state's average. A root cause analysis revealed that the CNES 3 leadership went through significant personnel changes on the leadership team which contributed to the team not collaborating effectively to focus on supporting improving attendance and responding to attendance challenges. The school did not develop a consistent system for recognizing positive attendance and responding to attendance challenges.

The CNCA Castellanos Eisner leadership team will participate in SARB training annually. The CNCA Castellanos team will develop a consistent system for recognizing positive attendance and responding to attendance challenges. The leadership team and teacher leaders will participate in Responsive Classroom training to help address classroom culture and provide teachers with support in this area.

As we've worked this year to create one school with two campuses, this has included evaluating current systems in place for monitoring attendance and refining these for the current context. We've refined our policies school wide to improve attendance for all students, and we've targeted supports for students that show chronic absenteeism including hosting SST meetings with families based on attendance data gathered thus far this year.

This year, we've worked collaboratively to address root causes in the distance learning setting contributing to the attendance gap. This has included brainstorming potential emerging best practices to tackle chronic absenteeism. Leveraging resources from the HSO office, school current practices, and collaborated leadership / teacher practices. HSO coaching support during APSS meetings that discuss current processes and supports.

Building capacity across staff members using MOCHA template to improve attendance:

- Established our Attendance team
- Classroom protocols
- School-wide protocols
- Parent information and involvement protocols
- System to communicate with families regarding absences on a daily basis.
- Daily communication for absent students
- Initiating robocalls day-of absence after 10am
- Follow up with Parent Square messages to families we cannot reach
- Live attendance tracker updates and notes for staff communication
- System for communicating with stakeholders on a weekly basis.
- APSS communication on Fridays to families of students who missed more than 2 days in the week
- SART letter send to families whose students have missed more than 3 days during a week
- SST's scheduled for attendance support plan generation
- Schoolzilla attendance communication to staff and parents on average attendance
- Newsletter sharing past two weeks of attendance by grade level and by day to reveal trends

- Discuss progress monitoring during leadership meetings for further support / ideas / and necessary actions
- Creative approaches to incentivizing attendance in virtual learning classes for all students
- Attendance Incentives are continuously evolving
- Award Assembly Attendance recognition
- Attendance certificates
- Movie night
- Game Club on Fridays

LCAP Highlights

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

From our review of existing data, we have identified root causes for our current status and have determined some high leverage next steps that will allow us to improve student outcomes.

1. Content: Build capacity of teachers to implement vertically aligned, coherent instruction targeting Math and ELA grade level standards in K-8.
 - a. This focus on content and ensuring access to grade level rigor in Math and ELA is a necessary first step for improvement. Math is further along that ELA in this process as a result of launching aligned grade level curriculum for K-5 (Bridges) and in 6-8 (CPM). These curricula, while alone are not sufficient, provide a foundation from which our teachers can implement effective standards-aligned instruction that not only address grade level standards but also incorporate the three shifts tied to the Common Core in terms of what and how the content is taught. For ELA, we are preparing to launch a vertically aligned curriculum beginning in 21-22. This should help set up our students with consistent access to rigorous, grade level texts and provide teachers with more clarity on how to ensure instruction addresses regular practice and engagement in grade level complex texts, (2) reading, writing, and speaking grounded in evidence from the text, and (3) building knowledge for students through regular engagement with informational texts by means of coherent units of study. While we have been working with teachers to focus on these shifts, having a curriculum rooted in grade level standards will (like math) provide the appropriate foundation for us to target this in the most effective way for our students across K-8.
2. Pedagogy: Focus on scaffolds for instruction that ensure students can access, engage with, and productively struggle so as to learn grade level content
 - a. Academic intervention is a focus that we are dedicating increased resources toward in order to accelerate learning. While scaffolds and supports can be implemented differently depending on grade level, content area, and size of student group, we believe that a focus on providing strategic intervention supports through separate classes/electives and by providing professional learning that helps teachers simultaneously maintain high academic standards at grade level AND provide appropriate scaffolds for students so they can engage with that content. We know this is challenging, and we anticipate a focus on this across grade levels and content areas will be key so that we can ensure every student not only is exposed to grade level content (based on our first focus area) but also has meaningful opportunities to engage with and learn grade level content.
3. Establish and sustain a positive school culture and climate as a foundation for all learning.

- a. As a foundation for our work with our students, we must establish a positive culture and climate where learning can thrive for all students. Students will be returning to campus after a long hiatus of distance learning, and it's imperative that our focus and readiness on day one sets up students to feel safe and supported on site. This will include ensuring our procedures for school safety are in place given the guidelines from the state regarding Covid 19, and it will include ensuring we have school wide systems for effective behavior management and social emotional supports that address tier 1 (classroom systems for all students), tier 2 (additional supports for 10-15% of students to meet these behavioral expectations), and tier 3 (intensive supports in place for 3-5% of students). In order for our Content and pedagogy focus to positively impact students, we have to ensure a safe and supportive school environment is established for all learners.

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors—and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is

allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Feedback from SBC 5/17/21:

Feedback on our LCAP goals and action steps was elicited from parents, teachers, staff, and SBC committee members. Stakeholders were aligned with our focus areas for improvement and overall goals, and shared suggestions for ways we could use our funds to support our school in reaching our goals. Teacher and staff feedback centered on building capacity of our Teaching Assistants through professional development so they can effectively support instruction and student learning in the classrooms. Feedback also came through asking for health supports for students as we return on campus. Suggestion for a nurse or nurse assistant and more mental health support integrated across the school day. For tier 1 social emotional supports, teachers and staff suggested a curricular resource to build into morning meeting and advisory spaces. Parent feedback was similar with a focus on safety and ensuring supports for students throughout the day (nurse, mental health, supervision with campus aides). Both staff and parents suggested having additional partnerships within the school day or having arts/music teachers built into the specials schedule.

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

The following action steps in our LCAP were influenced by the stakeholder input. In Goal 1, we are allocating funds for flexible PD planning and preparation with the launch of new ELA curriculum for the 2021-2022 school year. We are also adding an Art teacher at both campuses, without taking away the other courses currently offered at each site. For Goal 2, we are planning to make facilities improvements including new LED lights at the Eisner campus and a beautification effort to include murals at both campuses. In terms of Goal 3, we are adding a clinician that will be shared across CAS and EIS campuses to ensure we have a licensed mental health therapist available at each school for five days a week, minimum, with some days having 2 clinicians on site (not including interns). We also are purchasing a SEL curriculum, Second Step, to use in advisory and morning meeting classes. We'll be adding a nurse clerk that will support with student illnesses and injuries during the school day. We'll also be increasing campus aides for each site to 5 at Eisner and to 7 at Castellanos so we can ensure safety and supervision for all students throughout the school day.

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 22.71% ELA Level 4: 7.25%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	ELA Level 3: 36.75% ELA Level 4: 13.25%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 19.31% Math Level 4: 7.27%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Math Level 3: 34.5% Math Level 4: 13.5%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 15.82% Science Level 4: 3.95%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Sci Level 3: 25% Sci Level 4: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 41.80% EL Reclassification Rate: 9.00% (2019-2020) EL Reclassification Rate: 15.80%				ELPAC: 60% EL Reclassification Rate: 20%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Dedicated PD and professional learning time on implementation of standards-based instruction leveraging existing or new curriculum. Process for backwards planning and prioritizing instruction based on standards-based expectations for students within units/modules</p> <p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Offer summer professional collaboration time with new curriculum launch for ELA</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans within PD and weekly/biweekly coaching</p>	<ol style="list-style-type: none"> 1. Teacher stipends 1175 - \$70,000 3000 - \$17,500 2. Buyback days 1175 - \$21,460 3000 - \$5,365 	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>Building capacity of families to support students with personalized online learning platforms that can equip students with pre-requisite learning needed to effectively engage in classroom instruction on grade level standards.</p>	<p>AP Salary and benefits 1300 - \$480,770 3000 - \$120,193</p>	Y

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	<p>The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>Intervention teachers and classes will be scheduled to provide targeted supports based on student needs (from data) that will complement the classroom-based instruction for math and ELA</p> <p>We will have full time art teachers at CAS and EIS so that students have opportunity to take Art during regular school day.</p> <p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p>	<p>1. Intervention teachers salary and benefits 1110 - \$124,548 2131 - \$139,550 3000 - \$66,025</p> <p>2. Art Teacher (1 CAS, 1 EIS) 1110 - \$62274 3000 - \$15,569</p> <p>3. APs Salary and benefits 1300 - \$480,770 (repeated) 3000 - \$120,193 (repeated)</p>	Y

<p>4</p>	<p>Use federal funding to supplement our curriculum</p>	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Cas Eis partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction.</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$214,909 3000 - \$53,727 Teacher Assistants 2111 - \$62,408 3000 - \$15,602</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$8,000 5852 - \$33,938</p> <p>TIII – <u>Director of Biliiteracy and English Learners, Rosetta Stone Foundations</u> <u>5849 - \$35,138</u> <u>4311 - \$10,185</u></p> <p>TIV – <u>Ethnic studies materials, PD, stipends</u> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u></p> <p><u>College Field Trip</u> <u>5812 - \$12,000</u></p> <p><u>STEMScopes online subscription</u> <u>STEM Supplies 4111 - \$9,678</u></p>	<p>Y</p>
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state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)

Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom

Train and develop all teachers around an aligned vision for active engagement in the classroom

Title III

The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners

Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.

Title IV

Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience

STEMScopes/STEM Materials – Implement NGSS-aligned curriculum

Fund college exploration activities such as field trips to university campuses.

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 82.50%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System to increase school safety and security.</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p>	<p>Capital Improvements Vendor Repairs 5631 - \$69,000</p> <p>HVAC Maintenance 5599 - \$17,532</p> <p>Custodial (internal/contracted) 2200 - \$136,206 3000 - \$34,052 5531 - \$96,000</p> <p>Non-Capitalized equipment 4411 - \$27,444</p> <p>25% of rent 5611 - \$54,732</p> <p>Office supplies 4351 - \$31,200</p>	Y

<p>2</p>	<p>Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>School leadership team will ensure students have access to a variety of classes outside the core content areas. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$122,130 3000 - \$30,533 2. PNEDG cost 5881 - \$1,167,217 3. Books 4211 - \$1,000 4. Software 5861 - \$35,075 5. SOM salary and benefits 2400 - \$128,835 3000 - \$32,209 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Castellanos and Eisner each have a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office’s Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

Goal #	Description
3	Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 93.8%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	96%
Chronic Absenteeism Rate	(2019-2020) 18.15%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	9%
Suspension Rate	(2019-2020) 2.70%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0.5%
Expulsion Rate	(2019-2020) 0%				0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 68%				88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 59%				75%
Middle School Dropout rate	(2019-2020) 0.14%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leverage school staff across departments to foster positive pupil engagement	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners</p> <p>Host quarterly student success team meetings for students with less than proficient attendance.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p>	<p>FSC salary and benefits 2400 - \$57,857 3000 - \$14,464</p> <p>Registrars salary and benefits 2400 - \$75,690 3000 - \$18,923</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$96,048 3000 - \$24,012</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	Provide student-facing supports across the school community to improve school climate	<p>Tier 1: Develop schoolwide shared best practices for creating and sustaining positive classroom culture. Behavior management system designed to maximize learning opportunities for all students (safe and supportive for all, interventions by teacher to facilitate students in improving behaviors so they contribute to collective success, process for referral for outside support to Tier 2-3 response)</p> <p>Purchase and implement SEL curriculum vertically aligned K-8 for students (Second Step)</p> <p>Hire Nurse Clerk to work across both CAS and EIS campuses to provide responsive health support for illnesses and injuries as they arise</p> <p>Add licensed mental health clinician to work across both campuses</p> <p>Tier 2-3: Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides by increasing number of campus aides at each campus</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$183,868</p> <p>ASES 5844 - \$177,559</p> <p>Responsive Classroom 5211 - \$597</p>	Y

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.51%	\$ 2,071,379.00

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

Required Descriptions

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

Our student body at CAS EIS is 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities. Our approach to serving all our students, including needs of foster youth, ensure that our implementation is equitable so that every student is afforded the opportunity to engage in grade level content and receive appropriate supports and scaffolds to access that content. This can include providing necessary technology, providing professional learning that targets integrated EL instructional strategies, and culturally responsive teaching specific to our student body. In terms of what we teach and how we teach, we are committed to an equitable model that accounts for learning needs of individual students.

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNES 3's unduplicated student count is 96.88%. Since CNES 3's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

All students were provided a laptop or similar device in order to participate in distance learning as needed and to facilitate completing assignments once in-person instruction returns. Students are provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Foster Youth:

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice
- Interactions with teachers who implement a 4:1 positive to correct comment ratio
- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks.

English Learners

English learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers' distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

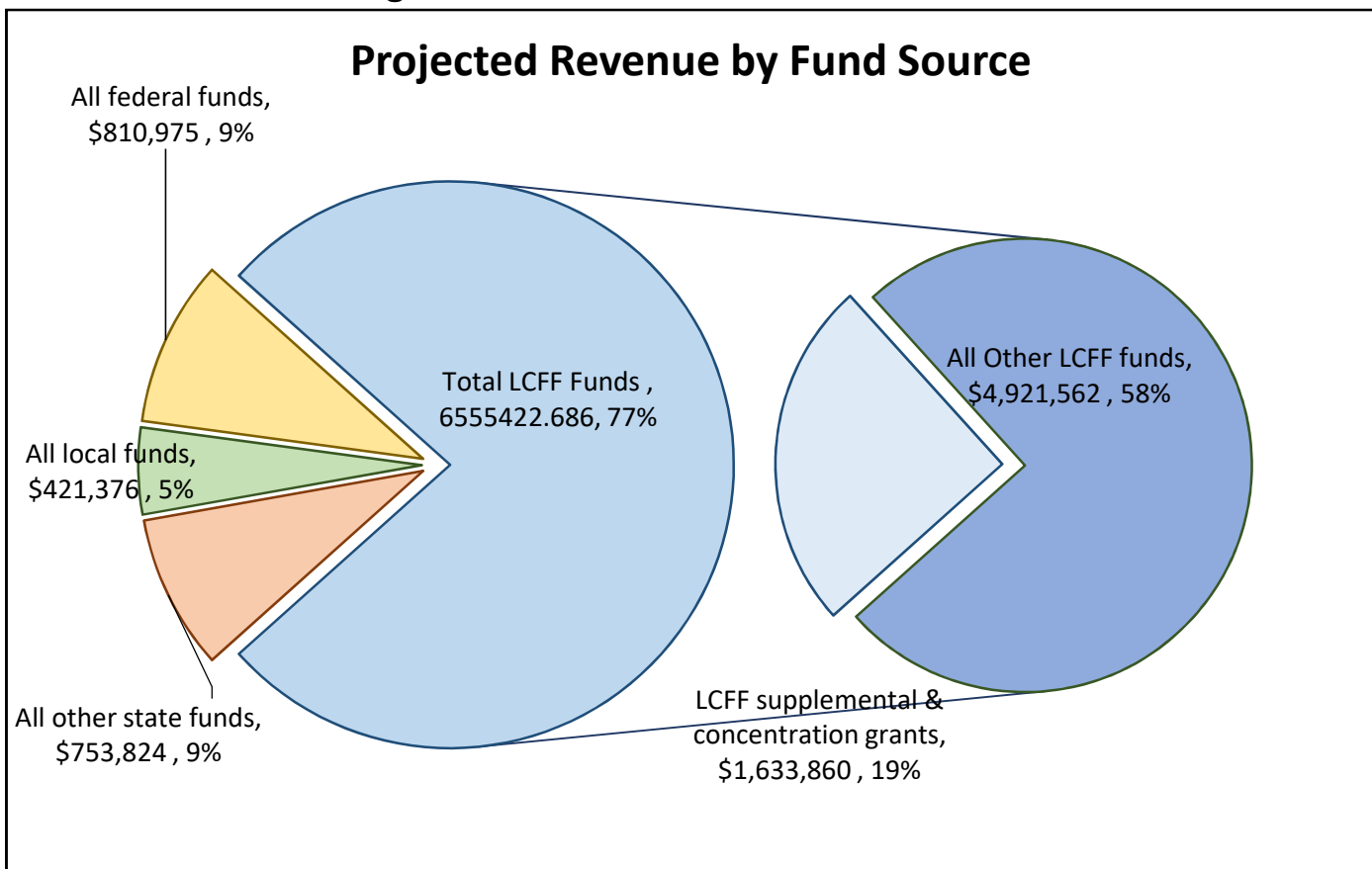
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
 CDS Code: 19-64733-0124826
 School Year: 2021 – 22
 LEA contact information: Melissa Mendoza, Principal

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

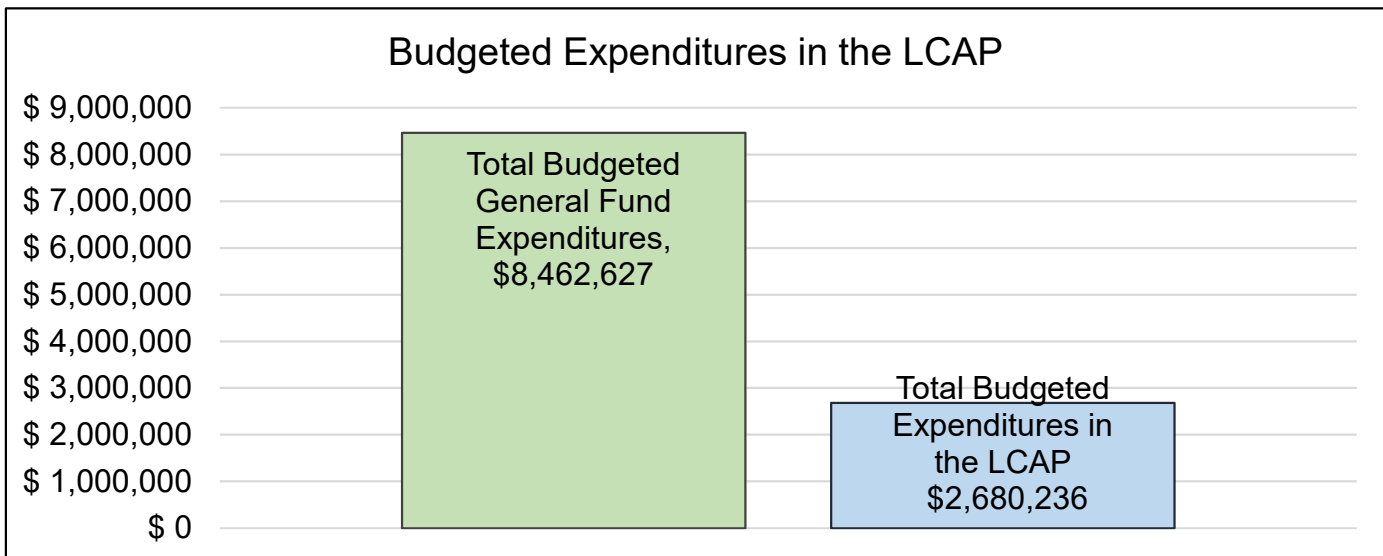


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy #4 is \$8,541,596.60, of which \$6,555,422.69 is Local Control Funding Formula (LCFF), \$753,823.57 is other state funds, \$421,375.67 is local funds, and \$810,974.67 is federal funds. Of the \$6,555,422.69 in LCFF Funds, \$1,633,860.29 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 Camino Nuevo Charter Academy #4 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camino Nuevo Charter Academy #4 plans to spend \$8,462,627.28 for the 2021 – 22 school year. Of that amount, \$2,680,236.12 is tied to actions/services in the LCAP and \$5,782,391.16 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

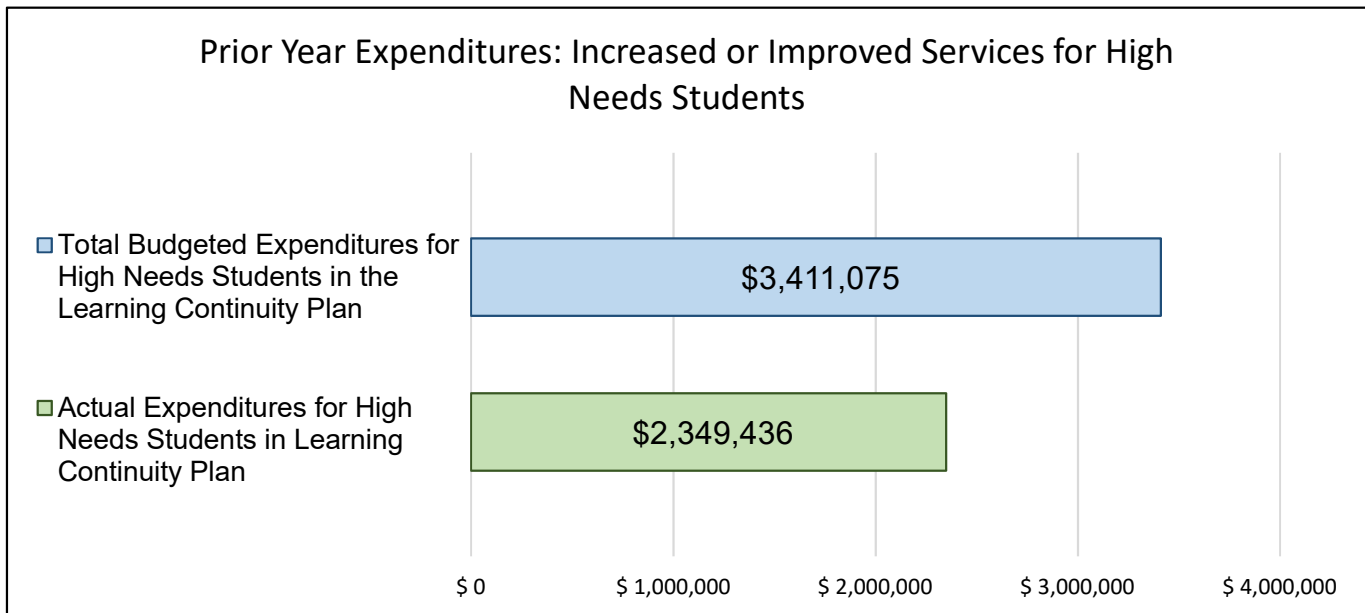
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Camino Nuevo Charter Academy #4 is projecting it will receive \$1,633,860.29 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy #4 must describe how it intends to increase or improve services for high needs students in the LCAP.

Camino Nuevo Charter Academy #4 plans to spend \$2,680,236.12 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 Camino Nuevo Charter Academy #4 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 Camino Nuevo Charter Academy #4 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, Camino Nuevo Charter Academy #4's Learning Continuity Plan budgeted \$3,411,075.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #4 actually spent \$2,349,436.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$1,061,639.00 had the following impact on Camino Nuevo Charter Academy #4's ability to increase or improve services for high needs students:

Our costs were lower than anticipated because we did not end up returning to in-person school for the 20-

California Department of Education
January 2021

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
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	Melissa.mendoza@caminonuevo.org (213) 535-5300

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

Effectively support English Language Learners to make adequate progress in acquiring English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>ELD level advancement 52.5% (210) of student students moved up an ELD level in the beginning of the 2016-17 academic year. 66.5% (266) of students are on track to meet ELD benchmark to move up a level in May 2017.</p> <p>2019-20 68% of English Language Learners will grow 1 ELD class level in 2019-20</p>	<p>Due to COVID, we were not able to complete assessments and for ELD unit 4 and 5 which are needed to determine moving ELD levels. Due to this, final ELD level data for 2019-20 could not be determined.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Professional development around ELPAC and ELD instruction</p> <p>Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <p>Instructional aids to support language Development</p> <p>Newcomer supports - Online tools and a newcomer ELD class</p>	<p>19,315</p> <p>Federal Revenues - Title III</p> <p>1000-1999 Certificated Salaries; Intervention Instruction</p> <p>\$6,438</p> <p>Federal Revenues - Title III</p> <p>3000-3999 Employee Benefits; Benefits - Intervention Instruction</p> <p>\$25,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Teacher Stipends</p> <p>\$0</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Release Time - PD</p> <p>\$20,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Professional Development</p> <p>\$0</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$ 51,356.00</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>
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	Release Time	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <p>Instructional aids</p> <p>Online program to support instruction</p> <p>CNCA #4has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</p> <p>Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science) School leadership, Human Resources and the Talent Department ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p>	<p>\$40,000 LCFF 2000-2999 Classified Salaries; Data Clerk</p> <p>\$10,000 LCFF 3000-3999 Employee Benefits; Benefits - Data Clerk</p>	<p>\$ 48,938.75</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Effectively support parents of English language learners to make adequate progress in acquiring English by having parent workshops to teach parents about ELD instruction, ELPAC testing and Reclassification.</p>	<p>\$15,000 LCFF 4000-4999 Books and Supplies; Parent Workshops</p>	<p>\$15,000</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.

In goal 1 we planned to spend \$189,499 on staff supporting ELLs directly including ELD teacher salary and Assistant Principal salaries and benefits as well as \$17,700 on books and supplies including accounts for EL students on online learning site Freckle. We were able to spend these amounts to support ELD instruction as planned. We also added a bilingual instructional IA who supported new commers and English learners in grades 6-8 who were not showing standards mastery based on IAB data.

In Goal 2 we also stated that we would target stagnant ELs and we did this by investing in a variety of online tools including Freckle, Rosetta Stone, Lexia, Achieve3000, ST Math and Reading AtoZ.

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

This year we had separate PD for both new implementers of our ELD curriculum and those continuing. New implementers has PDs in the summer for a total of 5 additional trainings for which teachers had sub release to ensure job embedded professional development; this helped us to ensure that all ELD teachers are trained in and are familiar with the curriculum. In professional development meetings teachers participated in PD where they shared best practices in ELD. Additionally, at the end of each unit assessment, teachers were again provided time to analyze their data. This helped teachers to identify trends, instructional best practices, and use the data to backwards plan the next unit to better target student instructional needs. The Principal and APs engaged in a walk through protocol throughout the year to provide teachers with feedback in order to better support ELLs and to gather trends so that decisions could be

made regarding supporting all teachers in professional development. Instructional leaders also held data meetings to help teachers select focus students and plan interventions accordingly. During these data meetings teachers analyzed a spreadsheet with data for all English Learners in their class including their reading levels and scores from both IABs and ICAs in order to determine how best to support their ELLs.

The leadership team and the home support office team met monthly this year to discuss school academic data and especially focused on supporting ELs and SWD still in ELD. Classroom observations included focusing on the ELs and noticing their participation and understanding of the lesson. Feedback was given to teachers about their ELs during both the monthly school walks and also from their instructional coach observing weekly.

To support the increase in new comers in the 6-8th grades, the school principal took on teaching an ELD class to target this group and included struggling ELs in middle school based on their ELD assessments, ELPAC/CELDT historical test records and reading levels. The principal took on this class herself because she is a certified EL Achieve curriculum trainer and also to model for other ELD teachers the best practices she has learned over the years at the ELD symposiums. As a result of these actions taken, ELD teachers reported having a clearer focus of language targets based on both coaching, observation feedback and the EL focus tracker that was created to support the development of ELs this year.

The total number of students who reclassified and ELs who moved ELD levels is not yet complete as of March 2020.

Based on our CA dashboard, only 36% of ELs had made progress towards EL proficiency. In order to be in the very high progressing status on the dashboard our students needed to reach 65%. Although our data is inconclusive due to COVID, our school goal and efforts were aligned in order to reach a satisfactory metric on the dashboard.

Goal 2

Increase SBAC Proficiency (Math & ELA)

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>SBAC achievement results in ELA 2019-20</p> <p>70% of students will score at or above standard on the ELA SBA. 28% of ELLs will score at or above standard. 71% of RFEPs will score at or above standard. 20% of SWDs will score at or above standard.</p>	<p>Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.</p>
<p>SBAC achievement results in Mathematics 2019-20</p> <p>65% of students will score at or above standard on the Math SBA. 27% of ELLs will score at or above standard. 60% of RFEPs will score at or above standard. 15% of SWDs will score at or above standard.</p>	<p>Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Summer school Intervention</p>	<p>\$16,800</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Summer School</p> <p>\$4,200</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Summer School</p> <p>\$20,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Software</p>	<p>\$ 41,000.00</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Support parents in helping their students increase SBAC proficiency in ELA and Math by providing ELA, Math and SBAC test prep workshops including how to read and understand your child's SBAC results</p>	<p>\$258,116 Federal Revenues - Title I 2000-2999 Classified Salaries; Intervention Instruction \$31,015 Federal Revenues - Title II 5000-5999 Services and Other Operating Expenses; Professional Development \$70,000 LCFF 4000-4999 Books and Supplies; 70- Chromebooks Replacement Plan</p>	<p>\$ 276,329.00</p>
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p>	<p>[\$258,116 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Intervention Instruction</p> <p>\$31,015 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$70,000 - LCFF - 4000-4999 Books and Supplies - 70-Chromebooks Replacement Plan</p>	
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The use of student data software to track both academic data as well as attendance and behavior. Tools include Schoolzilla, Kickboard and CPM online tools for teachers.</p>	<p>\$258,116 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Intervention Instruction</p> <p>\$31,015 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$70,000 - LCFF - 4000-4999 Books and Supplies - 70-Chromebooks Replacement Plan</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.

Due to lack of RSP teacher hiring pool, 2 RSP positions remained infilled all school year. Although in the budget, a candidate was not hired to fill these roles.

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

In our all staff and teacher professional development this year, teachers and instructional support staff were presented with the previous year's SBAC, ELPAC, ICA, IAB and reading level data and given opportunities to study the school's achievement. We also reviewed our California Dashboard and discussed school wide goals for both ELA and Math. Teachers also participated in quarterly data meeting with the principal and assistant principals in order to analyze their student achievement data each quarter. This allowed teachers to identify student needs and plan for differentiating instruction throughout the school year. CNCA #4 also uses illuminate and Schoolzilla

for leaders and teachers track all academic data including math benchmarks, ELD unit assessments and reading assessments. Additionally, we created internal measures to track and monitor writing progress and upload results to illuminate as well. This allows all staff to track individual student data over time and helps teachers pinpoint any students who may need additional supports based on data from previous teachers and assessments. This also allowed us to share our data with district leads and across CNCA campuses in order to learn and improve best practices. In order to track ongoing student progress our teachers use a variety of assessment strategies in all academic areas to monitor progress toward academic standards and program goals. In literacy, all literacy teachers administer the Teacher's College Reading and Writing Project's formal running records (English) three times a year to track reading levels over time. In addition to authentic reading data, our teachers also administered two Interim Assessment Blocks to monitor progress toward standards mastery in both ELA and Math. The IAB and ICA assessments are selected according to their relevance to the standards taught that quarter. Teachers were given PD time to analyze student data in order to inform classroom instruction and instructional differentiation.

Student achievement in math improved from unit 1 Bridges assessment to unit 7 (most grade levels were able to complete unit 7 before COVID) in all grades. Based on the IAB data collected in grades 3-8 from Aug- Dec, teachers were able to select student for intervention and launched small group instruction for SBAC prep Jan – March with the support of IAs and co-teachers. The use of Freckle, ST Math and Achieve allowed for teachers to conduct small group instruction and rotate groups between targeted instruction and independent learning.

Our California Dashboard highlights math as an area of need at our site. While we have performed better in ELA than math, neither area is ranked in green yet on our dashboard and thus are an area of focus aligning these goals to the areas of need on our dashboard.

Goal 3

School Culture and Climate

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>Suspension rate will be available 2019-20</p> <p>The schools suspension rate will be no more than 2%</p> <p>93% of students report that the school has a positive culture.</p>	<p>School suspension rate for 2019-20 was 1.8% meeting our goal.</p> <p>In the winter 89% of students reported a positive school culture.</p>

Expected	Actual
<p>Student engagement as of May 2017 Perfect 22% Proficient 34% Basic 32% Chronically Absent 12%</p> <p>2019-20 80% of students will have proficient attendance</p> <p>80% of ELLs will have proficient attendance</p> <p>80% of RFEP students will have proficient attendance</p> <p>80% of SWDs will have proficient attendance o</p> <p>Chronic absence rate will decrease to 5%</p> <p>Chronic absence rate among ELLs will decrease to 5%</p> <p>Chronic absence rate among RFEP students will decrease to 5%</p> <p>Chronic absence rate among SWDs will decrease to 5%</p>	<p>95% students had proficient attendance</p> <p>95% of ELLs had proficient attendance</p> <p>96% of RFEP students had proficient attendance</p> <p>93% of SWDs had proficient attendance</p> <p>Chronic absence rate decreased by 2% and moved from 15% to 13%</p>
<p>Attendance Rate 2019-20 96%</p>	<p>Attendance Rate 2019-20 Actual was 95%</p>
<p>Expulsion – Maintain a 0% expulsion rate 2019-20 0%</p>	<p>Expulsion – Maintain a 0% expulsion rate 2019-20 0%</p>
<p>Middle School Dropout Rate 2019-20 0%</p>	<p>Middle School Dropout Rate 2019-20 0%</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> ○ Dean of Culture ○ Campus Aides ○ School-wide community building activities <p>School-wide professional development on community building, restorative dialogue, and restorative consequences (i.e. alternatives to suspensions) through partnership with the California Conference for Equity and Justice.</p>	<p>\$3,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Professional Development</p> <p>\$9,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Teacher Stipends</p> <p>\$10,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Textbooks</p> <p>\$76,000</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Instructional Aides</p> <p>\$19,000</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Instructional Aides</p> <p>\$76,052</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Dean of Culture</p> <p>\$19,013</p> <p>LCFF</p>	<p>\$ 258,937.50</p>
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	2000-2999 Classified Salaries; Benefits - Dean of Culture \$190,000 LCFF 2000-2999 Classified Salaries; Campus Aides \$47,500 LCFF 3000-3999 Employee Benefits; Benefits - Campus Aides	
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Counseling and mental health resources	\$96,211 LCFF 5000-5999 Services and Other Operating Expenses; Mental Health Program Fee \$0 LCFF 3000-3999 Employee Benefits; Benefits - Mental Health Counselors	\$ 116,189.00

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

- Direct services for chronically absent student
- Attendance monitoring and data collection on individual students with less than proficient attendance
- Quarterly student success team meetings for students with less than proficient attendance during the quarter

Home visits by Student and Family Services Coordinator

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parents will be made partners in the improvement of school culture and climate by encouraging them to participate in school wide events as well as school committees such as ELAC, SBC, School Culture Committee, School Wellness Committee and parent ambassador programs.</p>	<p>\$55,979</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Family Center Clerk</p> <p>\$13,995</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Family Center Clerk</p> <p>\$57,658</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Student & Family Services Coord</p> <p>\$14,414</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Family & Student Services Coordinator</p> <p>\$64,729</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Art Teacher</p> <p>\$16,182</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Art Teacher</p> <p>\$55,320</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Music Teacher</p>	<p>\$ 416,574.25</p>
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	\$13,830 LCFF 3000-3999 Employee Benefits; Benefits - Music Teacher \$60,000 LCFF 2000-2999 Classified Salaries; School Operations Manager \$15,000 LCFF 3000-3999 Employee Benefits; School Operations Manager - Benefits \$15,000 LCFF 4000-4999 Books and Supplies; Other Supplies \$10,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips \$49,052 After School Education & Safety 5000-5999 Services and Other Operating Expenses; After School Program \$25,000 LCFF	
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	5000-5999 Services and Other Operating Expenses; Dance Instruction \$0 LCFF 5000-5999 Services and Other Operating Expenses; Audio/Visual Testing \$0 LCFF 5000-5999 Services and Other Operating Expenses; Nutrition - Parent Workshop \$5,000 LCFF 4000-4999 Books and Supplies; Software- math \$10,000 LCFF 4000-4999 Books and Supplies; Equipment \$20,000	
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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.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club.

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

Daily monitoring of attendance included weekly tracking of both teacher accuracy in taking attendance and what time students arrived at school. Both an attendance monitoring team and a mental health and wellness team was created to track student progress and needs. Meetings were held weekly for both teams with school admin attending both. Personal phone calls, meetings, visits and supports were put in place for students who needed to improve attendance or was in need of a mental health or wellness support.

In particular, because of staffing the above positions, CNCA #4 was able to continue to operate in a way that meets the needs of students with significant challenges in their background due to poverty and other traumas. Being able to provide mental health supports, have an AP of student services and a parent coordinator allowed for a decrease in suspension rates and zero expulsions. In addition, our attendance rates improved and we had a drop in chronic absenteeism by 3%. Using suspension as a last resort, or only as a way to create necessary space between those harmed and those who caused harm, we are able to support students in the classroom and in school.

According to our California Dashboard, Chronic absenteeism is an area of focus for our school and one we should be working to improve. By having a goal to target student pupil engagement and attendance we are in line with the areas of need identified by the state. Our efforts resulted in improvement of attendance and a decrease in chronic absences.

Goal 4

Improve literacy instruction

State and/or Local Priorities addressed by this goal:

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>Percentage of students reading on or above grade level as measured by the Teachers College Reading/Writing Project Assessment (TCRWP). Performance data will be available mid June 2020</p> <p>2019-20</p> <p>85% of all students will read on grade level by the end of 2019-20</p> <p>70% of ELLs will read on grade level by the end of 2019-20</p> <p>87% of RFEPs will read on grade level by the end of 2019-20</p> <p>55% of SWDs will read on grade level by the end of 2019-20</p>	<p>Due to Covid19, end of the year reading levels were not collected. Reading levels below capture our progress at the mid year point:</p> <p>72% of all students were reading on grade level</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Provide high quality daily literacy instruction by:</p> <ul style="list-style-type: none"> ○ Providing teachers with CCSS-aligned curricula such as Readers and Writers Workshop and Enchanted Learning (Engage NY) ○ Providing teachers with site-based and external professional development on best practices related to CCSS literacy instruction <p>Provide students with plenty of high quality literature at their instructional and independent levels</p>	<p>\$84,048 LCFF 1000-1999 Certificated Salaries; Assistant Principal #2 \$21,012 LCFF 3000-3999 Employee Benefits; Benefits - Assistant Principal</p>	<p>[Add actual expenditures here]</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <ul style="list-style-type: none"> ○ PD for teachers to support struggling readers ○ Intervention materials (LLI, Seeing Stars phonics) ○ Instructional aids 	<p>\$84,048 - LCFF - 1000-1999 Certificated Salaries - Assistant Principal #2 \$21,012 - LCFF - 3000-3999 Employee Benefits - Benefits - Assistant Principal</p>	<p>[Add actual expenditures here]</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parents will be included in our efforts to improve literacy instruction by providing parent workshops on literacy lessons, reading levels, reading intervention activities and holding a literacy night for parents to get ideas on how to support literacy school wide.</p>	<p>\$84,048 - LCFF - 1000-1999 Certificated Salaries - Assistant Principal #2</p> <p>\$21,012 - LCFF - 3000-3999 Employee Benefits - Benefits - Assistant Principal</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.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club. Also, a TA to support middle school students who were new comers was added because we had 5 new comer students this school year in grades 6-8.

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

By planning trainings for both teachers and parents to support the literacy for students we were able to improve the instruction and support of student learning both in the classroom and at school. Reading activities throughout the school year and our annual bookfair also supported student engagement in literacy. Parents were also supported with their own love of reading and literacy skills by participating in our parent book club. Having additional staffing in the classroom with TAs added to our ability to be able to teach students in small groups, differentiate instruction and support common reading level book clubs.

While we were not able to assess a final reading level for students due to COVID, we saw growth in overall % of students reading on grade level from end of year 2019 to mid-year 2019/20. We also saw in parent and teacher survey results that they felt more confident to teach literacy to students after the PDs and workshops and also appreciated the investment in online student platforms that improve literacy such as Freckle< achieve, Rosetta stone and Lexia.

This is an area that the CA dashboard reflects as improving by 7% but still an area of need. Our goal aligns to the dashboard as we try to move our ELA student progress from yellow to green. By focusing on improving teacher practice and parent understanding of ELA

we were able to see student achievement in several grade levels. Although we did not take final assessments we will use beginning of year data to continue to support improvement in this area.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$98,980 Object Code 4371, 4399 LLMF CR \$175,429 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 213,877.75	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Collect and analyze participation data from Spring of 2020.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$19,467 Object Code 1300 LCFF Supplemental/Concentration \$134,739 Object Code 2400 LCFF Supplemental/Concentration \$88,836 Object Code 1000, 2000, & 3000 Series ESSER	\$ 19,467.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with

the highest needs, those who have not been able to consistently connect to distance learning, and those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$24,533 Object Code 4311 LLMF CR	\$ 38,401.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$32,328 Object Code 5861 LLMF CR	\$ 15,093.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$15,000 Object Code 5852 TITLE II \$15,803 Object Code 5852 LLMF CR \$127,000 Object Code 4110, 4311, 4411, 5311 LLMF CR \$37,721 Object Code 4311, 5852 LLMF GEER	\$ 199,888.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y

Provide access to devices and connectivity.	\$37,721 Object Code 4411 LLMF GF \$432,029 Object Code 4411, 5631, 5999 LLMF CR \$34,456 Object Code 4411, 5999 ESSER	\$342,663.90	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- Continuity of Instruction: Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology

with students from afar requires that lessons move much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.

- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning

setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$24,533 Object Code 4311 LCFF Supplemental/Concentration	\$ 5,909.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$32,328 Object Code 5849 LLMF CR	\$ 20,200.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance

learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$123,475 Object Code 5849 ESSER	\$ 123,213.60	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR	\$ 80,387.83	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
		\$61,225 Object Code 2400 LCFF Supplemental/Concentration		
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$2,000 Object Code 4399, 5621 LLMF CR	\$ 8,077.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$996,108 Object Code 5881 LCFF Supplemental/Concentration	\$ 981,460.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$59,442 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 59,442.00	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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.

- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.
- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support

through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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.

Our 20-21 Learning Continuity and Attendance Plan took into account the goals of our previous LCAP and we created instructional plans that upheld our school's action plan to the best of our ability. Even in a distance learning model, we continue to effectively support all students and especially English Language Learners to make adequate progress in acquiring English. Our school continues to provided daily Systematic English Language Development classes for all ELL students and students who require ongoing language support. This was done by all K-5 teachers and 6-8 ELD teachers. Professional development also continues to be provided to teachers to analyze assessments and plan instruction during our Friday PD days. Our focus this year has been on bridging curriculum, standards and assessment. Our teachers learned a new process for intellectual preparation that helps them draw clear connections between what they're teaching (Systematic ELD) and how students will be assessed. Then, teacher leaders worked to create a bank of tasks that are aligned both to our curriculum and ELPAC so that teachers can more seamlessly integrate this practice into their instruction. Additionally, new implementers of EL Achieve were able to receive 3 PDs to help onboard them to the curriculum, in addition to the 3 PDs all staff received on ELD instruction so far in the 20-21 school year. Moving forward we plan to continue to focus on intellectual preparation as well as new Systematic ELD implementer PD in order to support our teachers in closing learning gaps for our EL students.

The school also supported students in demonstrating proficiency on the ELPAC to facilitate reclassification. Professional development around ELPAC to support teachers and students in completing the test in a remote setting were held on: 1/22, 2/26 and 3/5. Parent workshops for parents of students taking the ELPAC were also held on 2/25/21 and 3/1/21. Workshops for parents increased during distance learning from bimonthly to 3 times a month in order to engage our parents as partners in distance learning, remote testing and supporting ELs. Workshop topics included navigating online platforms, how to support learning from home, ethnic studies in the

classroom and at home, grade span specific workshops to support English learning, math and reading as well as a series on mental health for parents to support their children. Our next steps in developing our LCAP will be to include frequent parent workshops as a key component to supporting all learners.

As part of our approach to addressing Learning Loss and continuing to work towards future growth on SBAC our school invested in both data analysis and visualization tools as well as further development of teacher and leader skills sets in order to create regular assessment and data review cycles. These tools and data analysis days allowed our teachers to engage in a deep understanding of student needs in order to address learning loss in a timely manner. Moving forward we plan to continue to invest in data analysis tools that will help track and inform the instructional next steps needed to close the learning gap for each child due to the COVID pandemic.

Another way that we are addressing learning loss is by training a group of teacher leaders in using improvement science to identify the highest leverage ways of increasing engagement for ELs across content areas in distance learning. They are using Plan Do Study Act (PDSA) cycles to implement new practices and gather engagement data in order to quickly learn how the practices impact students. Currently they're working on a range of topics such as affirming identity, building relationships, increasing opportunities for oral and written discourse, and providing additional scaffolds and supports. While only a select few were trained in this way, teacher leaders were able to share their findings and all teachers focused on improving engagement including using a weekly tracker, sharing best practices and giving timely feedback to both students and parents as a way of increasing student engagement in distance learning. In this way we are working towards our goal of supporting student growth in academics as well as prepping teacher leaders to be able to facilitate data and intellectual prep cycles in the coming years as stated on our 2020-21 Learning Continuity and Attendance Plan.

Although our 19 -20 LCAP had a goal to reduce suspension rates, since beginning distance learning in March of 2020, we have had zero suspensions and instead have shifted our focus to support our student and staff's mental health, family engagement and basic needs during the pandemic. Starting with basic needs, our school continued to provide meals weekly to all students who needed them even after we had to transition to distance learning. Additionally, we were able to obtain a grant that allowed for a pantry to support families in need with both food items and toiletries as they faced increased economic hardships in 2020-2021. By continuing to fund school personnel roles that include an Assistant principal of student services, a student and family service coordinator and a licensed clinical social worker our school community has been well supported and our family engagement has increased.

The Mental Health program at CNCA#4 is made up of a Licensed Clinical Social Worker whose primary role is to oversee the Internship Training Program for students who are seeking a Masters in Social Work. The mental health program partners with Universities such as USC, Cal-State LA, Cal-State Long Beach, Cal-Lutheran, and other accredited programs in order to provide MSW students with an internship opportunity. The Licensed Clinical Social Worker supervises a range of 2-4 interns every academic year and supports them through providing quality therapy services to improve the mental health of the students on their caseload. The Wellness Center provides services to approximately 20 students weekly, has 6 consistent students that receive wellness check in's weekly, develops and delivers monthly parent workshops, provides caregiver wellness consultations, school personnel consults, and crisis intervention. Our school also has ongoing collaboration with DCFS, Didi Hirsch, Children's Institute, Children's Hospital, and other mental health agencies that support the wellbeing of the students. These agencies provide direct services to students and families as well as

professional development for staff and workshops for parents all centered on improving mental health for our school community. In planning for the upcoming years we will continue to make mental health and family engagement a priority and part of our LCAP goals, including the school site roles that specifically support this work.

As we develop our 21-24 LCAP we continue to build on the needs of our school as well as the lessons learned in the last few years. One of our goals continues to be the improvement of literacy instruction and is even more crucial now since the pandemic. To address this, we have decided to invest in a new literacy curriculum for TK-5th grade, that will support our instructional needs as well as support ways to close learning gaps. We have begun this work by researching a variety of curriculum options and are now in the piloting phase of two different programs. Specifically, we are piloting American Reading Company (ARC) Core and Benchmark's Advance/Adelante. We selected both of these curricula because of their standards alignment and their focus on building knowledge and vocabulary through reading, writing and speaking about grade-level complex text. Because our school serves a large population of language learners and is a dual language school, we are confident that either of these choices will help us meet the unique learning needs of our students and mitigate the learning loss.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	Melissa.Mendoza@CaminoNuevo.org (213) 353-5300

Plan Summary 2021-2022

General Information

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

CNCA #4 serves 598 students in grades TK/K through 8. Seventy-six point twenty-five percent (76.25%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #4 was 92.98% Hispanic, 83.95% socioeconomically disadvantaged and 31.27% English language learners and 15.55% of students with disabilities.

CNCA 4 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy 4 does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

This assessment plan was carefully crafted to meet the needs of our distance learning program this year. Therefore, we do not have data that shows one year's progress from one academic year to the next. However, an analysis of our students' beginning-of-year, quarter one, and quarter two performance on these interim assessments demonstrate the following:

Interim Assessment Findings:

- Grades 3-8 outperformed all other CNCA schools in mathematics
- Students in grades K-8 demonstrated overall growth in mathematics standards from Quarters 1 and Quarters 2
- Mathematics standards demonstrating conceptual knowledge and application aspects of rigor tend to be the area of need in grades K-8
- 100% of grades 4-8 demonstrated an increase in percentage of students achieving "above standard" on the ELA IABs and 60% of those grades demonstrated improvement over 10%
- There is evidence that systematic and consistent corrective instruction, even in the distance learning environment, shows significant positive impact on student learning

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.

CNCA identified needs across all the schools in the network that should be addressed in a united way. CNCA collaborated with school leaders across the network of schools to articulate three united goals for all of CNCA's schools.

In addition to the identified needs, new legislation affected information that must be addressed. Although for some of CNCA's schools, these goals are a shift from the way they were articulated in the previous 2017-2020 LCAP, the schools' needs continue to be the driving force behind the decision-making.

CNCA 4 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

Area of growth, meeting the needs of all students: Subgroup Data Analysis

CNCA#4 has worked on improving the implementation and monitoring of our instructional program to ensure that we are meeting the learning needs of all students, especially our English Language Learners and our students with disabilities. Since the 17-18 school year we have seen a steady increase in the performance of our students with disabilities on SBAC. While this subgroup is still performing below the state average we have seen small gains in ELA (increase of 4.44% from 17-18 to 18-19) and math (increase of 0.68% from 17-18 to 18-19). Because we know that we need to increase performance for all of our students at a much larger rate, we adopted a new math curriculum (Bridges in Mathematics) during the 2019-2020 school year and anticipate to see larger growth percentages on the next SBAC assessment for all groups. Although our English Language Learner academic data comparing the 17-18 to 18-19 SBAC shows a decline for this subgroup (4.9% in ELA and 0.41% in Math), it is important to note that these declines also coincide with a significant increase in reclassification annually. Our most recent reclassification rate is now double that of the state RFEP rate. Below is a chart of CNCA#4 reclassification rates for the last 4 years:

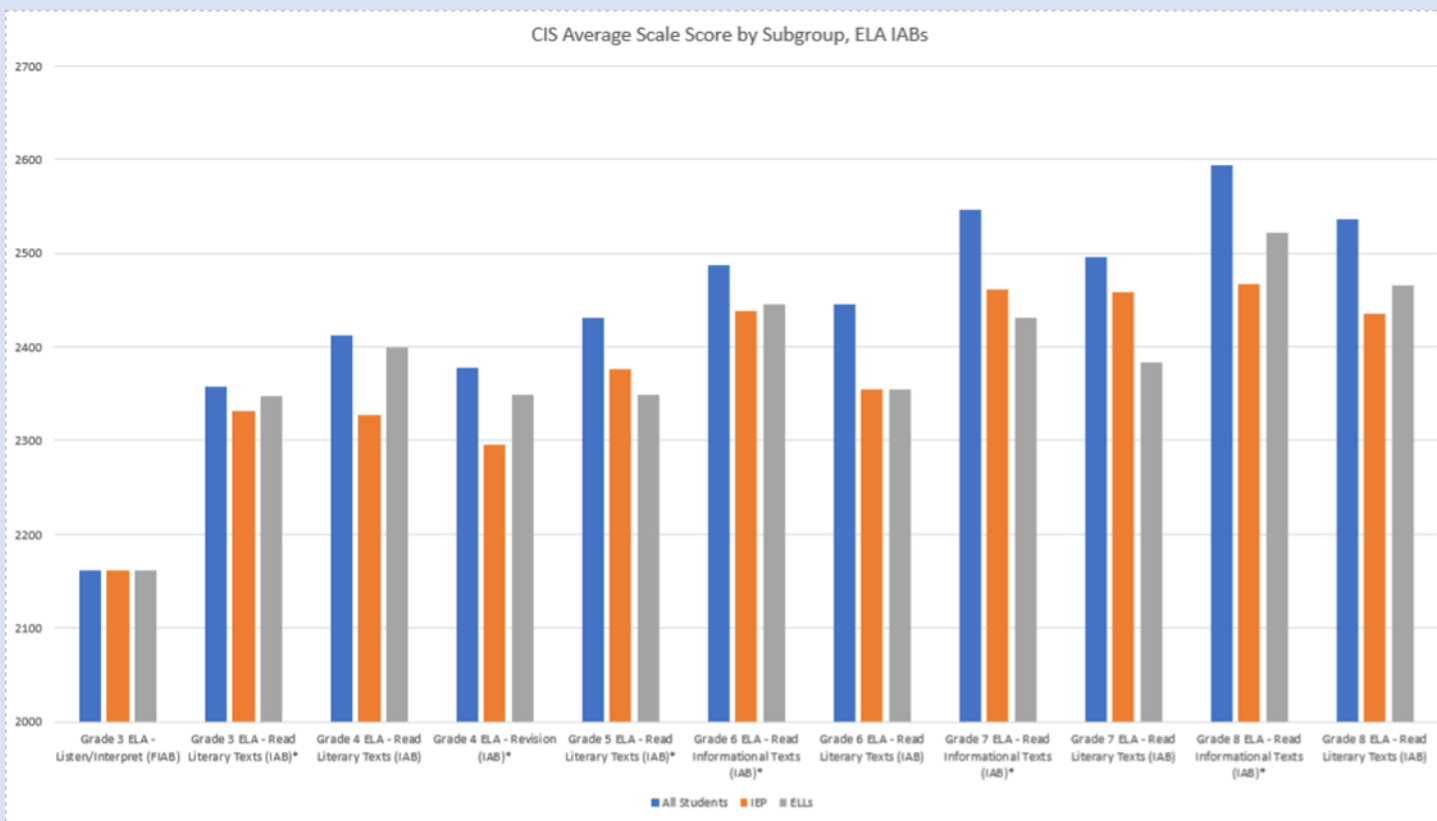
Improving performance and standards mastery for both our ELs and SWD continues to be a focus area for CNCA#4. Currently, our distance learning model is such that teachers are still able to implement best practices to support these specific subgroups of students. The following are some of our instructional strategies and accommodations that we are currently using with ELs and SWD:

- Small group and one on one instruction
- Accommodations to PowerPoint and pear deck presentations
- Frequent checks for understanding
- Frontloading vocabulary
- More visuals
- One on one conferencing
- Chunking work
- Graphic organizers
- Sentence starters
- Read aloud
- Audio books
- Cloze writing notes
- Extended time on assignments
- Gen ed teachers offer office hours
- Highlighting text
- Mentor texts
- Recording lessons in real time that can be revisited by students after the class ends

- For SWD specifically we also offer a learning center class for grades 6-8 in order to support students with the demands of their coursework and one on one conferencing with RSP teachers and Sped IA's is also offered in all grades.

In addition to these in classroom supports, teachers have also received additional PDs to address the learning gaps of these subgroups. This includes three PDs so far this year on understanding and unpacking ELD standards and their alignment to core content as well as 3 PDs focused on special education compliance, co- planning and instructional practices to support struggling learners. Parents have also received workshops about reclassification targets, ELPAC assessment, supporting ELs at home, distance learning strategies and math and ELA supports at home. This year we also purchased asynchronous learning apps including STMath, Smarty Ants (K-2 literacy), Achieve3000 (3-8 literacy) and Rosetta Stone Accounts for all ELs as an additional instructional tool that supports language development. Students are assigned weekly lessons and teachers follow up on their progress during weekly live sessions.

With a more focused approach on supporting our ELs and SWDs we are starting to see growth this year in some grade levels. Below is our most recent subgroup data from ELA IABs taken in December 2020. Third grade in particular shows promise in that all groups (all students, IEPs and ELs) are performing at the same rate in ELA on the listen and interpret IAB with only a small dip in sub group data when tested on the literary text IAB. This data is helping us to identify trends as well as best practices that teachers can share and replicate in other grades where subgroups struggle the most.



Area of growth: Special Education

CNCA#4 has been working on improving our systems in place for implementing and monitoring our special education processes and program. One improvement since our last LAUSD site visit is the addition of key team members to our home support office team in the special education department that support our school site directly. This includes an Associate director of Sped, a Moderate to Severe Specialist, a Behavior Intervention Developer and an Occupational Therapist. These roles provide direct support for students, teachers and leaders and have improved our compliance structures. Specifically, at our site, the CNCA BID supports all BIs by joining classrooms, providing observations and feedback to staff, holding biweekly trainings for BI staff and joining parent conferences for all students with BIs. The Associate Director of Sped also joins our weekly RSP team meetings where master calendar, 300 reports and compliance updates and needs are discussed. She also holds bi-monthly check-ins with sped admin going over sped compliance. She also increased RSP teacher support PD from quarterly to monthly for our teachers as well as created a "SPED Teacher Guidebook" that aids in onboarding new RSP hires & houses all resources for RSP teachers and SpEd admin.

Also, at our site specifically, we have increased the frequency in which instructional coaches join co-planning meetings weekly and ensure that co-teaching is taking place even in distance learning through coaching, modeling and classroom observation feedback. RSP teachers have also increased their support and collaboration with the general education teachers by providing frequent updates to IEP passports, joining grade level meetings to add a lens on how we are supporting students with IEPs and have led portions of PD to share best practices on implementing IEP specific accommodations. As part of our weekly PD routine we have also added the "Sped Spotlight" in order to share information, point our bright spots and remind staff of upcoming compliance and instructional needs in regards to special education.

Finally, our Assistant Principal of Instruction supporting Special Education has created a new cadence of accountability by sending out weekly emails to all support providers with a copy of their 300 reports and next steps. She also holds weekly check in meetings with our site SPED clerk to review 200 reports and master calendar and consults with our CNCA lead psychologist to ensure compliance timelines and accurate assessments plans. In addition to meeting with our on site team, our AP also meets with the associate director of special education on a biweekly basis to review 300, 200, master calendar and school needs as they arise. In this way we have created systems with more checks and balances to ensure clearer communication, accountability and overall improvement of our special education processes and program.

LCAP Highlights

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

As we reflect on our strengths and areas still in need of improvement our LCAP reflects both a continued plan for supporting where we have shown growth as well as new supports to address the outlined needs. Our school has shown growth in both math and ELA even with the shift to a distance learning model during the 20-21 pandemic. After the adoption of a new math curriculum (Bridges) in 2020, we saw evidence of our 3-8th grade student's math performance improve in the 20-21 school year as measured by our math IABs. Students in grades 3rd - 8th at CNCA #4 outperformed all of the other CNCA schools in math showing the most growth from Quarter 1 to Quarter 2. In fact, in grades 4th -8th there was a significant increase of students performing "above the standard" in math. Our ELA scores also remained consistent during distance learning with 60% of our students in grades 3-8 making at least 10% growth by mid-year.

While we have seen these growths in ELA and Math, our school still needs to improve on how we make these growths with our subgroup populations, in particular our English Language learners and Students with Disabilities. Our school has made strides; however, these subgroups need more supports to ensure they are also improving in literacy and math. One way we are doing this is by increasing the number of professional development trainings for teachers and staff in the areas of ELD standards and unpacking student IEP goals and needs. In order to have a more focused approach to supporting ELLs and SWD, teachers and staff need to understand the reason these subgroups are falling behind so that we can begin to create plans for academic improvement. Additionally, we are increasing our support team for sped by

adding more RSP teachers, Instructional assistants and an Assistant Director of Special Education at our home office. By increasing the amount of in person support teachers can target student needs in smaller groups as well as manage smaller caseloads to increase capacity of supports.

Our LCAP goals are aligned to support both our areas of strength and needs with a focus on both academic development and school culture. As we continue to grow in both math and ELA achievement, Goal 1 ensures that we use standards aligned curriculum as well as have a plan for development and support for both parents and staff through workshops and trainings focused on instructional and academic growth. Similarly, Goal 2 notes that all students will have access to a broad course range and thus includes such courses as art, music, foreign language and ethnic studies. Keeping our classrooms and facility organized, clean and safe will also support student growth as we ensure that teachers and students alike can be productive and enjoy their learning on our site. Both Goal 2 and Goal 3 describe the importance of the school environment in order to foster a positive school climate that will be conducive to teaching and learning.

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.

{Identify the eligible schools here}

Support for Identified Schools

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

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors—and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is

allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Feedback on our LCAP goals and action steps was elicited from parents, staff, teachers and ELAC and SBC committee members. Overall all stakeholders agreed with the set goals but provided specific suggestions for action steps and ways to use our school funds to improve student achievement and improve school culture. Teacher feedback included an increase in teacher professional development and increased support for students in the bilingual program who are learning Spanish in addition to the supports outlined for ELLs and SWDs. Teachers unanimously supported having standards aligned curriculum and advocated for more professional development of instructional support staff including instructional aids and behavior interventionists. Both teachers, staff and parents advocated for hiring more instructional and supervision support staff including RSP teachers, IAs and Campus Aids in order to support both student achievement and school safety and culture. Parents also had several suggestions for improving facility safety and functionality including more shade structures on the yard, more materials for outside play, increased PPE for COVID safety, installing security cameras in spaces that are missing this security measure, workshops for parents to help students at home with math and ELA and the continued use of technology to run parent meetings so that more parents can join remotely.

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

The following action steps in our LCAP were influenced by the stakeholder input. In Goal 1 we included parent workshops for ELA, Math and differentiate for parents of English learners and students with IEPs. We also included supplemental planning time for teachers as well as PDs to support staff being able to execute rigorous, standards-based instruction. The discussion with teachers also inspired us to include a partnership with ANet in order to help accelerate adult development in planning instruction and closing learning gaps post pandemic. Much of the discussion with parents influenced our action steps in Goal 2 and we added the purchase of video surveillance as a next step as well as increasing our campus aid team to insure both safety and the reinforcement of school culture (Goal 3). All stakeholders were very adamant about returning to a safe and clean campus and this is reflected in our extra cleaning step of adding a night crew to keep our school clean and disinfected. Overall, the stakeholder input sessions provided alignment, clarity and community as we all work together to create a robust and successful school plan.

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 27.27% ELA Level 4: 16.06%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	ELA Level 3: 37% ELA Level 4: 26%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 18.05% Math Level 4: 9.51%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Math Level 3: 33% Math Level 4: 24%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 12.61% Science Level 4: 5.88%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Science Level 3: 22% Science Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 36.20% EL Reclassification Rate: 15.40% (2019-2020) 27.30%				ELPAC: 46% EL Reclassification Rate: 25%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continue to maintain a targeted focus on English Language Development planning and instruction, while also ensuring general content teachers are consistently addressing the language needs of their students.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans</p>	<ol style="list-style-type: none"> 1. Teacher stipends 1175 - \$16,000 3000 - \$4,000 2. Buyback days 1175 - \$19,720 3000 - \$4,930 	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Principal and School Leadership Team will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for E.L.s</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p>	<p>Principal and AP Salary and benefits 1300 - \$277,402 3000 - \$69,351</p>	Y

<p>3</p>	<p>Provide elective courses</p>	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child’s educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students’ learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners</p> <p>School leadership will work with families to build their capacity to support their child’s academic and social-emotional learning and growth.</p> <p>The School Leadership Team will hold various informational sessions throughout the school</p>	<ol style="list-style-type: none"> 1. Art, Music, teacher salary and benefits listed here. 1110 - \$134,965 3000 - \$33,741 2. Principal and AP Salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated) 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		year to teach parents how to help their scholars at home. Specialized sessions for EIs. The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.		

<p>4</p>	<p>Use federal funding to supplement our curriculum</p>	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>CNCA #4 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$201,936 3000 - \$50,484</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5852 - \$27,250</p> <p>TIII – <u>Director of Biliteracy and English Learners, Rosetta Stone Foundations</u> <u>5849 - \$9,673</u> <u>4311 - \$13,000</u></p> <p>TIV – <u>Ethnic studies materials, PD, stipends</u> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u></p> <p><u>College Field Trip</u> <u>5812 - \$6,000</u></p> <p><u>STEMScopes online subscription</u> <u>STEM Supplies</u> 4111 - \$5,500</p>	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>instructional day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners</p> <p>Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.</p> <p>Title IV</p> <p>Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p> <p>STEMScopes/STEM Materials – Implement NGSS-aligned curriculum</p> <p>Fund college exploration activities such as field trips to university campuses.</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 97.14%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA #4 is located in a low-income area that has high crime rates. In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.</p>	<p>[\$ 0.00]</p> <p>Capital Improvements</p> <p>Vendor Repairs 5631 -</p> <p>\$40,000</p> <p>HVAC Maintenance 5599 -</p> <p>\$15,792</p> <p>Custodial (internal/contracted) 2200 -</p> <p>\$85,152</p> <p>3000 -</p> <p>\$21,288</p> <p>5531 -</p> <p>\$114,300</p> <p>Campus Security Guards</p> <p>Non-Capitalized equipment 4411 -</p> <p>\$15,648</p> <p>25% of rent</p> <p>Office supplies 5631 - \$15,600</p>	Y

<p>2</p>	<p>Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$132,043 3000 - \$33,011 2. PNEDG cost 5881 - \$899,352 3. Books 4211 - \$1,000 4. Software 5861 - \$24,544 5. SOM salary and benefits 2400 - \$67,764 3000 - \$16,941 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>CNCA#4 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

Goal #	Description
3	Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 95.30%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	98%
Chronic Absenteeism Rate	(2019-2020) 13.38%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	10%
Suspension Rate	(2019-2020) 1.90%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	1%
Expulsion Rate	(2019-2020) 0%				0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 81.50%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 63%				75%
Middle School Dropout rate	(2019-2020) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1</p>	<p>Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners.</p> <p>The APSS will host quarterly student success team meetings for students with less than proficient attendance</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of</p>	<p>FSC salary and benefits 2900 - \$65,697 3000 - \$16,424</p> <p>Registrars salary and benefits 2400 - \$41,597 3000 - \$10,399</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$33,930 3000 - \$8,483</p> <p>APSS staff position salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated)</p>	<p>Y</p>
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student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as

Action #	Title	Description	Total Funds	Contributing
		necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate.		
2	Provide student-facing supports across the school community to improve school climate	<p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$71,319 3000 - \$17,830</p> <p>ASES 5844 - \$53,172</p>	Y

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.20%	\$1,633,860

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.

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNCA 4's unduplicated student count is 90%. Since CNCA 4's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

All students were provided a laptop or similar device in order to participate in distance learning as needed and to facilitate completing assignments once in-person instruction returns. Students are provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Foster Youth:

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice
- Interactions with teachers who implement a 4:1 positive to correct comment ratio

- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks.

English Learners

English learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers' distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy

CDS Code: 19-64733-6117667

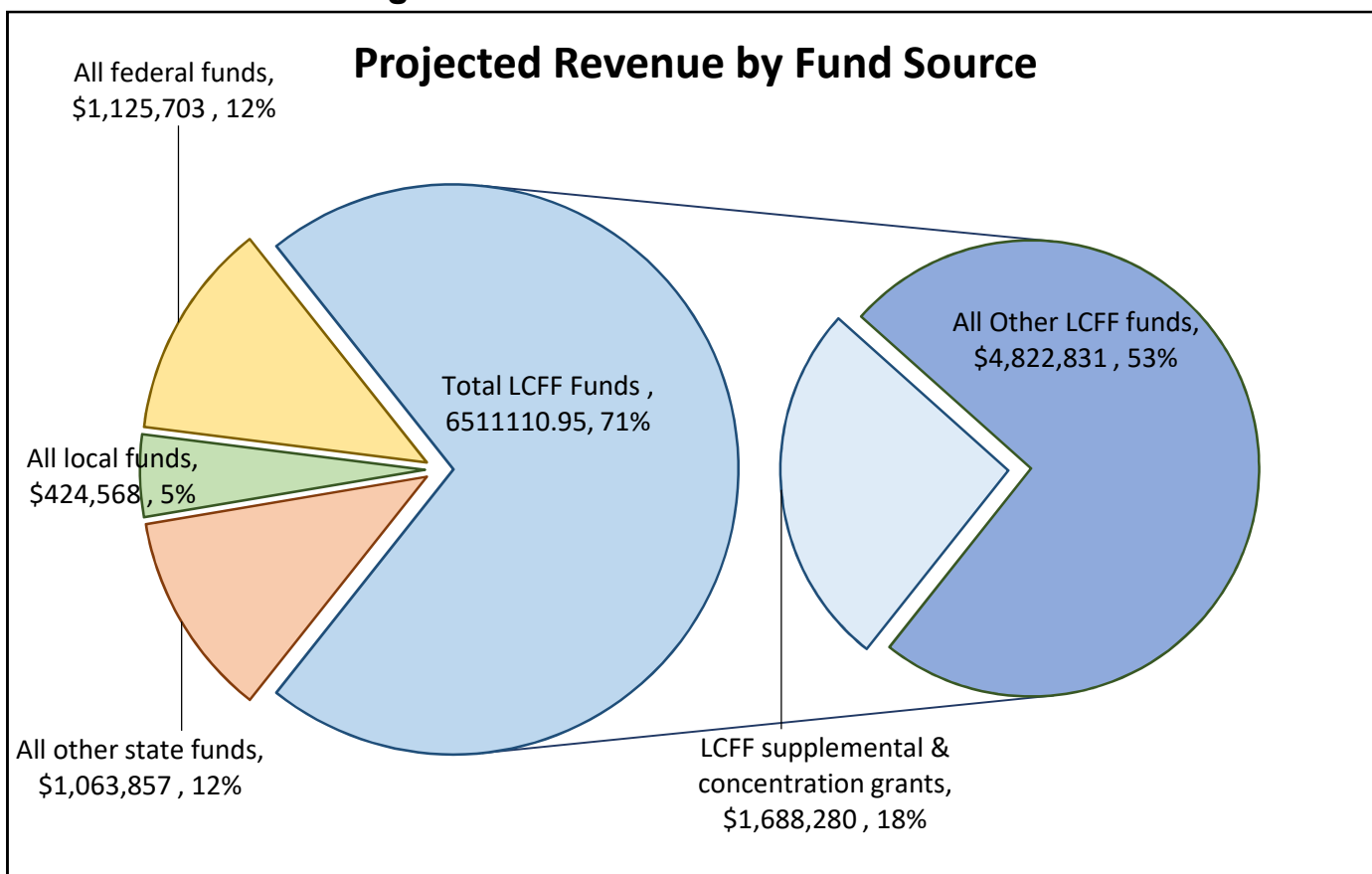
School Year: 2021 – 22

LEA contact information: Charles Miller, Principal

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

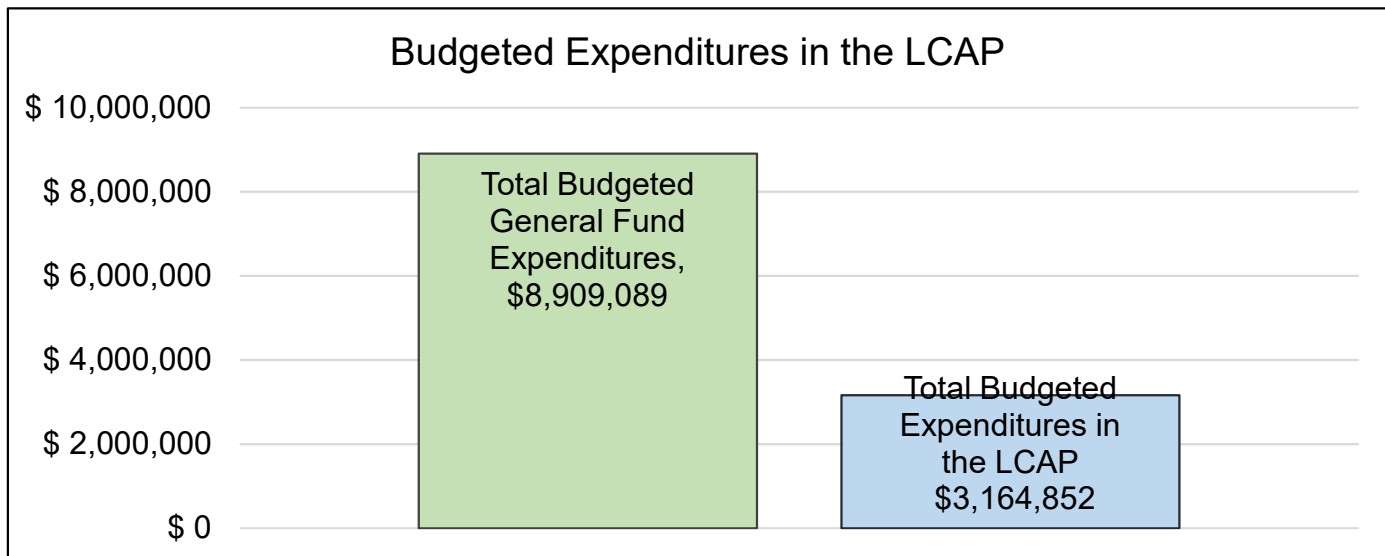


This chart shows the total general purpose revenue Camino Nuevo Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy is \$9,125,239.31, of which \$6,511,110.95 is Local Control Funding Formula (LCFF), \$1,063,857.38 is other state funds, \$424,568.45 is local funds, and \$1,125,702.53 is federal funds. Of the \$6,511,110.95 in LCFF Funds, \$1,688,280.15 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 Camino Nuevo Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camino Nuevo Charter Academy plans to spend \$8,909,089.04 for the 2021 – 22 school year. Of that amount, \$3,164,852.20 is tied to actions/services in the LCAP and \$5,744,236.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

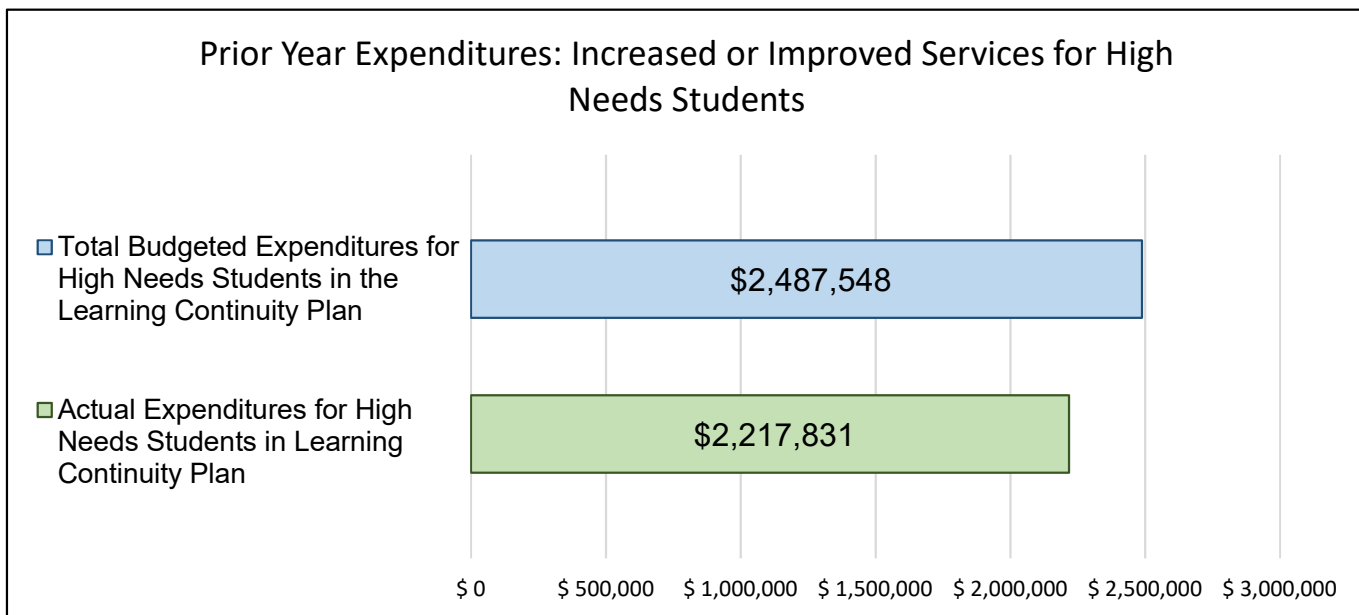
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Camino Nuevo Charter Academy is projecting it will receive \$1,688,280.15 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP.

Camino Nuevo Charter Academy plans to spend \$3,164,852.20 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 Camino Nuevo Charter Academy 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 Camino Nuevo Charter Academy 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, Camino Nuevo Charter Academy's Learning Continuity Plan budgeted \$2,487,548.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent \$2,217,831.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$269,717.00 had the following impact on Camino Nuevo Charter Academy's ability to increase or improve services for high needs students:

Our costs were lower than anticipated because we did not end up returning to in-person school for the 20-

California Department of Education
January 2021

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
Camino Nuevo Charter Academy	Charles Miller, Principal	Charles.miller@caminonuevo.org (213) 413-4245

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

All students will learn from trained educators using standards-aligned instructional materials in both math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic, 2. Implementation of State Standards, 4. Pupil achievement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Increase the SBAC ELA proficiency rate (Students scoring in Levels 3 and 4) to 40%</p> <p>2018-2019</p> <p>The SBAC ELA proficiency rate in June 2018 will be 40%</p>	<p>Overall SBAC Proficiency in SBAC ELA in June 2018 was 44%</p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase the SBAC Math proficiency rate (Students scoring in Levels 3 and 4) to 35%</p>	<p>The SBAC Math proficiency rate in June 2018 was 49%</p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase the number of Highly Qualified Teachers on staff 2018-19</p> <p>The number of highly qualified teachers on staff will be 25 out of 29.</p>	<p>The number of highly qualified teachers on staff is currently 26 out of 29.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Kinder - 8th grade teachers will be trained in integrated ELD supports within a Language Arts classrooms by the Assistant Principal of Literacy and Language and through outside professional developments.</p> <p>Kinder - 5th grade teachers will continue to implement a new mathematics curriculum (Bridges) Plan to adopt standards-aligned curriculum for grades 6-8 ELA in year 19-20 Plan for deepen teacher's standard knowledge around coherence in ELA and Math for future years Plan to focus on deepening teacher's knowledge of grade-level text complexity in ELA for future years Plan to strengthen teacher's ability to create effective formative assessments and provide targeted student feedback on student work in future years Plan to create systems and visions for student work expectations and analysis Plan to deepen teacher knowledge about best practices with questioning and question-types Plan to strengthen teacher skill in developing student-driven lessons and conversations Plan to incorporate a social justice, anti-racist, and culturally relevant lens into the intellectual preparation cycles</p>	<p>\$8000 LCFF 4000-4999 Books and Supplies; Textbooks \$53,000 LCFF 5000-5999 Services and Other Operating Expenses; PD \$0 LCFF 1000-1999 Certificated Salaries \$70,000 LCFF 6000-6999 Capital Outlay; SmartBoards \$22,000 LCFF 3000-3999 Employee Benefits; Assistant Principal #2 - Benefits \$37,000 LCFF 1000-1999 Certificated Salaries; Stipends - BCLAD, NCBT, CADRE \$0 LCFF</p> <p>1000-1999 Certificated Salaries; Summer PD \$0 LCFF 3000-3999 Employee Benefits; Summer PD - Benefits \$234,129 Federal Revenues - Title I 1000-1999 Certificated Salaries; Intervention Instruction \$29,213 Federal Revenues - Title II 5000-5999 Services and Other Operating Expenses;</p>	<p>\$518,306</p>
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	Professional Development \$83,232 LCFF 1000-1999 Certificated Salaries; Assistant Principal #2 \$15,000 LCFF 4000-4999 Books and Supplies; Student Materials \$50,000 LCFF 2000-2999 Classified Salaries; Teacher Aides \$12,500 LCFF 3000-3999 Employee Benefits; Teacher Aides - Benefits \$78,043 Federal Revenues - Title I 3000-3999 Employee Benefits; Intervention Instruction - Benefits	
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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.

We were able to implement all planned actions/services.

In terms of ELA, we ensured all K-5 teachers were fully trained in balance literacy and 6-8 teachers have fully implemented a new humanities curriculum. We have seen increased alignment in instructional practices and an understanding of best practices and we will continue to focus and develop in this area.

In the area of mathematics, we are in the preliminary stage of implementing the new mathematics curriculum, Bridges. In order to ensure teachers have the sufficient resources and understanding to implement effectively, we implemented the following actions:

1. 100% of K-5 Mathematics teachers received training on implementation 1. of new curriculum
2. 100% of K-8 Mathematics teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

We continue to develop in our understanding of standards-aligned instruction and data-driven instruction through our various development opportunities - professional development, coaching, and professional learning communities.

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

As a result of all K-5 teachers being trained in balanced literacy and a focus on literacy differentiation and intervention in grades 6-8, 62% of students in grades K-5 and 65% of students in grades 6-8 were at or above grade level in English reading as of January 2019.

In terms of implementation of the new curriculum for humanities in grades 6-8, implementation was at its second year and thus is still improving and developing. Our team continues to work with teachers through professional development, coaching, and professional learning communities, to more effectively monitor student progress and align the curriculum to the demands of the state standards.

In terms of our work with standards-aligned planning and instruction in mathematics, there has been a steady increase in student achievement in weekly formative assessment results and quarterly interim assessments. Moreover, we have seen a deepening of teacher content and standards knowledge as there has been increased evidence of alignment between the aspects of rigor of the standard and teachers' instructional decisions.

Goal 2

All students will become biliterate by the end of 5th grade, meeting grade level reading goals in both English and Spanish, and redesignating as English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Increase in the percentage of students meeting reading grade level goals in both English and Spanish.</p> <p>2018-19</p> <p>English: 64% in June 2018</p> <p>Spanish: 72% in June 2018</p>	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase in the percentage of students meeting reading growth goals in both English and Spanish.</p> <p>2018-19</p> <p>English: 62% in June 2018</p> <p>Spanish: 45% in June 2018</p>	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase in the percentage of students redesignating as English proficient.</p> <p>2018-19</p> <p>RFEP rate will be 20%.</p>	<p>There was a 28.94% increase in the percentage of students redesignating as English proficient.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits.</p> <p>Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits. Send teachers to professional developments focused on building language objectives within core content lessons. Continue to purchase new leveled books for classrooms libraries that push a focus on greater text complexity in both languages.</p>	<p>\$90,231 LCFF 1000-1999 Certificated Salaries; Assistant Principal \$15,000 LCFF 4000-4999 Books and Supplies; Curriculum Materials \$0 LCFF 2000-2999 Classified Salaries; Intervention Teachers \$0 LCFF 3000-3999 Employee Benefits; Intervention Teachers - Benefits \$11,000</p> <p>LCFF 5000-5999 Services and Other Operating Expenses; PD/Planning Release Time \$60,000 LCFF 6000-6999 Capital Outlay; Computer Carts - Student \$0</p> <p>; Intervention Coordinator \$0</p> <p>; Intervention Coordinator - Benefits \$70,000 LCFF 6000-6999 Capital Outlay; Capital Equipment - Technology \$15,000 LCFF</p>	<p>\$431,737</p>
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	<p>4000-4999 Books and Supplies; Non Capitalized Equipment \$27,932 Federal Revenues - Title III 1000-1999 Certificated Salaries; Intervention Instruction \$78,043 Federal Revenues - Title III 3000-3999 Employee Benefits; Benefits - Intervention Instruction \$22,557 LCFF 3000-3999 Employee Benefits; Assistant Principal - Benefits \$15,000 LCFF 1000-1999 Certificated Salaries; Summer School \$55,857 LCFF 1000-1999 Certificated Salaries; Art Teacher \$13,964 LCFF 3000-3999 Employee Benefits; Art Teacher - Benefits \$46,162 LCFF 1000-1999 Certificated Salaries; Music Teacher \$11,541 LCFF 3000-3999 Employee Benefits; Music Teacher - Benefits \$12,000 LCFF 5000-5999 Services and Other Operating Expenses;</p>	
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	Teacher for America - Placement & Training \$6,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips \$75,000 LCFF 2000-2999 Classified Salaries; Teacher Aides \$18,750 LCFF 3000-3999 Employee Benefits; Teacher Aides – Benefits	
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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.

Although we saw a lower reclassification rate in 18-19 compared the previous year, we are confident about the implementation of our actions in this goal area. There has been noted increases of students within ELD levels through our internal data collection and observations of classrooms show improved implementation (pacing and execution of lessons) of our Systematic ELD Curriculum. There has also been consistent growth in the percentage of students meeting and/or exceeded grade level for reading in Spanish and English.

This year we saw increased student performance in Spanish and English reading that exceeded performance in these areas in previous years. We do see a need for improvement in terms of ensuring we improve instructional and planning strategies to ensure a higher percentage of language learners have access to content of lessons.

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

- We were able to provide increased professional development to all teachers to support them in their implementation of the Systematic ELD curriculum
- We were able to complete purchasing for all necessary Systematic ELD Curriculum materials

- We saw an increase in students who met and/or exceeded grade level expectations in English and Spanish reading levels.

Goal 3

Our school will provide a space where all students feel a sense of physical and emotional safety, and all families feel their input and contributions are valued.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>An increase in the number of students accessing physical supports (dental, vision, mental, health supports)</p> <p>2018-19 34%</p>	29%
<p>An increase in the number of families attending parent workshops</p> <p>2018-19 24%</p>	39%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Same actions/services from the previous two years, plus:</p> <p>Facilitate SBC and ELAC visits to other CNCA schools to observe best practices and bring them to our Campus. Attend outside workshops to help staff understand how to better empower parents and truly include them as partners in their child's education.</p>	<p>\$98,460 LCFF 2000-2999 Classified Salaries; Mental Health Program Fee \$56,000 LCFF 5000-5999 Services and Other Operating Expenses; Security \$10,000 LCFF 5000-5999 Services and Other Operating Expenses; Professional Development \$163,800 After School Education & Safety 5000-5999 Services and Other Operating Expenses; After School Program \$102,000 LCFF 2000-2999 Classified Salaries; Campus Aides \$25,500 LCFF 3000-3999 Employee Benefits; Campus Aides - Benefits \$56,000 LCFF 2000-2999 Classified Salaries; School Operations Manager \$12,750 LCFF 3000-3999 Employee Benefits; School Operations Manager - Benefits \$68,340 LCFF 1000-1999 Certificated Salaries; Dean of Culture \$17,085 LCFF</p>	<p>\$752,531</p>
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	3000-3999 Employee Benefits; Dean of Culture - Benefits \$26,000 LCFF 2000-2999 Classified Salaries; Building Sub \$6,500 LCFF 3000-3999 Employee Benefits; Building Sub - Benefits \$150,000 LCFF 6000-6999 Capital Outlay; Building Upgrades	
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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.

We have continued our work in this area by increasing the number of students receiving our mental health supports, continuing regular professional development on restorative practices and trauma-informed practices, strengthening the consistency and execution of daily school-wide routines and procedures, and increasing the opportunities to build relationships with families.

We have spent significant effort and focus on strengthening and aligning with systems, procedures, and expectations for student culture. This year we have initiated our 6 Week Vision, that has set out clear expectations and goals for school-wide systems, procedures, and engagement. Coaches

provided direct support to classrooms and teachers, providing daily feedback and progress monitoring checks towards these goals. In addition to this laser-focus on the 6-week vision, the CNCA-Burlington leadership team set up structures to analyze weekly student culture data that provided insight into successes and struggles with student behavior. The leadership team would use this data to proactively identify student behavior struggles in order to set up appropriate responses such as behavior trackers, plans, or home visits. While these efforts were extremely targeted at the beginning of the year, attention and support for student culture continued throughout the year.

We also implemented professional development on restorative practices and trauma-informed practices with all teachers, staff, students, and families. This year we have been able to ensure that 97% of our teaching staff were fully trained on restorative practices and 100% of staff received feedback of their implementation of restorative circles.

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

Our work has continued to lead to mindset shifts and more coherent instructional practices in classrooms that are trauma-sensitive. In addition, our increased focus on school-wide expectations for routines, procedures, engagement and other Tier 1 practices had led to increases in student perception of their own engagement (shown through specific questions in the student surveys), student engagement in class based on observations, and a decrease in behavior referrals, crisis situations, and suspension rates. This has also led to increases in 100% of areas of the staff and teacher survey and significant increases in parent satisfaction and parent participation according to parent surveys and parent attendance lists.

We will continue to further this work in the next year with more clear expectations using the learning from this year.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$89,798 Object Code 4371, 4399 LLMF CR \$129,000 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 227,225.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Collect and analyze participation data from Spring of 2020.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$9,000 Object Code 5859 LLMF CR \$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 30,293.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration \$62,000 Object Code 2400 LCFF Supplemental/Concentration \$69,942 Object Code 1000, 2000, & 3000 Series ESSER	\$ 21,923.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$24,819 Object Code 4311 LLMF CR	\$ 42,868.12	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$38,863 Object Code 5861 LLMF CRki	\$ 14,354.03	Y

<p>Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.</p>	<p>\$15,000 Object Code 5852 TITLE II</p> <p>\$14,448 Object Code 5852 LLMF CR</p> <p>\$95,437 Object Code 4110, 4311, 4411, 5311 LLMF CR</p> <p>\$30,821 Object Code 4311, 5852 LLMF GEER</p>	<p>\$ 144,023.00</p>	<p>Y</p>
<p>Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.</p>	<p>\$21,923 Object Code 1300 LCFF Supplemental/Concentration</p>	<p>\$21,923</p>	<p>Y</p>

<p>Provide access to devices and connectivity.</p>	<p>\$51,703 Object Code 4411 LLMF GF</p> <p>\$258,062 Object Code 4411, 5631, 5999 LLMF CR</p> <p>\$31,262 Object Code 4411, 5999 ESSER</p>	<p>\$269,925</p>	<p>Y</p>
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- **Continuity of Instruction:** Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology with students from afar requires that lessons move much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.
- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health

services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$24,819 Object Code 4311 LCFF Supplemental/Concentration	\$11,269	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$29,640 Object Code 5849 LLMF CR	\$11,974	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$21,923	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world

languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and

to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$113,207 Object Code 5849 ESSER	\$111,572	
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$56,258 Object	\$55,268	[Y/N]

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
		Code 2400 LCFF Supplemental/Concentration		
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$15,150 Object Code 4399, 5621 LLMF CR	\$9,545	
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$994,248 Object Code 5881 LCFF Supplemental/Concentration	\$974,099	
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$52,340 Object Code 1000, 2000 & 3000 Series LLMF CR	\$52,340	

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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.
- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.

- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.
- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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.

We have reflected on our progress and analysis of the 2019-2020 LCAP with a lens of focus on our 2020-2021 Learning Continuity and Attendance Plan as we crafted our school-wide actions this year. We sought to ensure high-quality instruction in mathematics and ELA, continued improvements in student performance for all students including English Language Learners, and continue to ensure the highest percentage possible of high quality staff members while taking the following actions in response to the needs of distance learning:

- 1. Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes:** A distance learning schedule has been created that meets state requirements for minimal instructional minutes while also ensuring daily opportunities for asynchronous learning, small group instruction, and socio-emotional learning and development.
- 2. Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD:** We implemented diagnostic and quarterly assessments to gauge student learning and progress towards grade level standards.
- 3. Collect and analyze participation data from Spring of 2020 and consistently throughout the school year:** CNCA #1 collects and analyzes participation data daily. This information is shared with all staff members, students, and families publicly. As of March 22nd, 2021 an average of 95% of students are attending live synchronous sessions.
- 4. Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in person instruction; develop a waitlist of additional students to invite in place of families who opt out:** In April 2020, we will begin Tech and Play Pods for our a small percentage of students who have

demonstrated highest need during Distance Learning. They will have an opportunity to come to the site to participate in distance learning and social-emotional structured activities.

5. Ensure consistent additional supports for Students with Exceptional Needs: In addition to supports that we provided for all students during the Pandemic, we ensured that supports for Students with Exceptional Needs are happening on a daily basis. For example, we formed a English Language Learner Intervention Program in which we hired two part-time staff to hold daily intervention sessions with EL students who demonstrated the lowest performance on ELPAC. Our EL Intervention teachers engage in a rigorous intellectual preparation and data analysis process each week to inform the week's instruction and data is collected formally at the beginning, middle, and end of each intervention cycle. Results after quarter 1 demonstrated significant improvements for students participating in the program. Another support is our system for Student Services Referrals. Any time a staff member has any concern about a family or student, they submit an online Student Services Referral form. Our Assistant Principal of Student Services in collaboration with our Mental Health Team and Family and Student Services Coordinator, collaborate weekly to review the referrals and determine the best and most supportive intervention for this family or student. We track follow up and success of services across the entire year. In addition to these supports, below is a list of supports that are evident in classrooms on a daily basis:

- a. Small group instruction
- b. Options for written assignments to account for graphomotor or fine motor barriers (e.g. typing instead of writing, writing instead of typing and taking photos to upload)
- c. Chunking of assignments and/or additional support for executive functioning such as customized learning schedules
- d. Text-to-speech or Speech-to-text • Access to audiobooks
- e. Daily advisory (socio-emotional check-in and community building with the teacher)
- f. Mindfulness instruction and practice
- g. Interactions with teachers who implement a 4:1 positive to correct comment ratio

6. Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.

Since we know that the number of barriers to learning have increased in the distance learning environment we have made a targeted and urgent effort to ensure teacher planning and intellectual preparation is laser-focused on the highest leverage content and student engagement. We have done this by engaging in four adult learning cycles:

Cycle 1: Engaging Students in Distance Learning: We have spent significant time and energy focusing on student engagement in distance learning. We have worked hard to define student engagement for teachers, students, and families by developing our Habits for Independent Learning as a part of our Vision for Pathway to Independent Learning. Teachers revisit these habits on a daily basis and we highlight students who have demonstrated these habits each week. We also share these habits regularly with families and have held several workshops on how families can support in building these student habits when at home with their children. We believe that

Distance Learning, although difficult, provides all of us and opportunity to develop life-long skills of owning our own learning and education.

Cycle 2: Planning in Distance Learning with Instructional Coherence: Teachers worked to ensure all lesson plans reflected coherence of grade-level standards, alignment of these standards to lesson objectives and lesson materials, and ensure asynchronous activities align to and maximize synchronous learning.

Cycle 3: Best Instructional Practices in Distance Learning: We worked as a team to define best practices in distance learning and effective strategies for accelerating student learning in distance learning environments.

Cycle 4: Creating a Vision for Student Learning through Development of Student Exemplars: Teachers engaged in practice of creating student exemplars for every lesson plan as a way to drive instructional decisions and anticipate misconceptions.

7. Ensure high-quality instruction in distance learning: As a result of our deep focus in the above-mentioned areas of focus, we are confident that the following specific instructional practices should be evident in all distance learning classrooms:

1. Instructional Content/Tasks/Questions aligned to Grade-Level Standards or Aspect of Text Complexity: Teachers analyze the aspect of rigor or aspect of text complexity when choosing instructional material

2. Practices to Ensure Student Engagement: These include but are not limited to checks for understanding, use of engagement supports such as PearDeck, Kahoot, Cold Calls, breakout groups teachers taking attendance immediately so our engagement support team (classified staff who review attendance within 15 minutes of class starting and call families of any students who have not yet arrived to class), student collaboration through use of breakout rooms, Jamboard, Pear Deck, etc., revisiting the habits of ind. Learning with students

3. Regular Use of Formative assessment: Teacher use a variety of data sources to capture understanding of student mastery on a daily and weekly basis

4. Systematic Spiraling of Material: There should be evidence of Warm-Ups or Do Nows that spiral material from previous lessons to strengthen understanding or highlight potential student misconceptions

5. Consistent Use of Data with Students and to Drive Teacher Instruction: Teachers regularly share class-wide data with students so they maintain a pulse on their own progress and learning (Achieve3000 data, STMath data, formative assessment data, engagement data, etc.)

6. Family Partnerships: Teachers have been holding 2 meetings per month with families to ensure (1) teachers have a space to provide regular updates, (2) engage families in learning and (3) listen to any family concerns

7. Social Emotional Supports: Many classrooms have daily advisory time and every classroom has weekly advisory and restorative justice spaces to check in on students socio-emotional state.

8. Develop and implement assessment calendar, including training for staff in how to administer assessments remotely: We implemented diagnostic and quarterly assessments to gauge student learning and progress towards grade level standards.

9. Family Engagement: We worked hard to ensure we truly partnered with families during this time. Our teachers held two family meetings per month to ensure (1) teachers have a space to provide regular updates, (2) engage families in learning and (3) listen to any family concerns. Attendance at these meetings average between 20 and 45 families. We also held Coffee with the Principal every month. Attendance at these meetings average between 95 and 130 families. In addition to these meetings, we also formed a Student Engagement Support Team. This involves a group of classified staff who review student attendance data within 15 minutes of the start of a synchronous session. Any students who have not arrived to class will receive a call from our Engagement Support Team checking in on the family and reminding them about class.

Overall, we are confident in our continued progress towards our LCAP goals while simultaneously responding to and meeting the needs of the LCP developed during the pandemic of the 20-21 school year.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
Camino Nuevo Charter Academy	Charles Miller, Principal	Charles.miller@caminonuevo.org ; (213) 413-4245

Plan Summary 2021-2022

General Information

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

CNCA #1 serves 577 students in grades TK/K through 8. One hundred percent (100%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #1 is 98.44% Hispanic, 100% socioeconomically disadvantaged and 52% English language learners and 14.56% of students with disabilities.

CNCA #1 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

This assessment plan was carefully crafted to meet the needs of our distance learning program this year. Therefore, we do not have data that shows one year's progress from one academic year to the next. However, an analysis of our students' beginning-of-year, quarter one, and quarter two performance on these interim assessments demonstrate the following:

Interim Assessment Findings:

- Grades 3-8 outperformed all other CNCA schools in mathematics
- Students in grades K-8 demonstrated overall growth in mathematics standards from Quarters 1 and Quarters 2
- Mathematics standards demonstrating conceptual knowledge and application aspects of rigor tend to be the area of need in grades K-8
- 100% of grades 4-8 demonstrated an increase in percentage of students achieving "above standard" on the ELA IABs and 60% of those grades demonstrated improvement over 10%
- There is evidence that systematic and consistent corrective instruction, even in the distance learning environment, shows significant positive impact on student learning

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.

CNCA identified needs across all the schools in the network that should be addressed in a united way. CNCA collaborated with school leaders across the network of schools to articulate three united goals for all of CNCA's schools.

In addition to the identified needs, new legislation affected information that must be addressed. Although for some of CNCA's schools, these goals are a shift from the way they were articulated in the previous 2017-2020 LCAP, the schools' needs continue to be the driving force behind the decision-making.

CNCA 1 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

At CNCA 1 since 2018 we have been make steady and significant progress in all academic areas. Our students demonstrated a **22% increase** in students meeting or exceeding the standard in math (**37-point increase**) and **11% increase** in students meeting or exceeding the standard in ELA (**23-point increase**).

While we are excited about the growth, we know we have significant progress yet to make. In particular, ELA is an area that we have approached with a laser-focus on how to ensure improved student achievement. Since the last California Dashboard update we have been working with all K-8 ELA teachers to strengthen Tier 1 instruction and ensure we are deepening teacher content knowledge around the progression of ELA standards. We have worked hard to build up teacher knowledge about the Common Core standards shifts as we have focused heavily on text complexity, building knowledge, and foundational literacy skills. We have also made conscious efforts to ensure instruction is data and standards driven as we monitor student learning across the year. Below are some examples of updates in our approach to ELA instruction since 2018:

Deepened Teacher Content Knowledge

- Weekly PLC Focus on Text Complexity and Building Knowledge
- Professional Development on the Common Core Shifts and Implications for Teacher Planning and Instructional Decisions
 - PD On Common Core Shifts
 - PD on Connecting Text Complexity and Data-Driven Practices
 - PD on Text Complexity and Authentic Student Learning (Facilitated by Teacher Leader)
 - Creating High Quality Text-Dependent Questions
 - We have partnered with Achievement Network (A Net) since 2018 to focus specifically on ELA instruction and student performance.
- Implemented New Structures and Systems that Hold Our Team Accountable to Consistent Best Practices
 - Content-level teachers meet weekly with a member of the Leadership team to engage in collaborative intellectual preparation and data-analysis practices

- Teachers receive an intellectual preparation day before each unit in which they spend the day collaborating with a member of leadership to read the text, deeply analyze the text and the standards, and plan for the upcoming unit. During these times they participate in various processes that we have codified and solidified:

- Close Reading Process
- High Quality Text Dependent Questions Recipe Card

- Consistent Coaching Connects to the School-Wide Learning

- We meet with teachers weekly or bi-monthly to analyze instruction. We have shifted our coaching to ensure it (1) connects to school-wide learning to ensure coherence of adult learning or (2) to collaboratively intellectually prepare or analyze student work/data.

- Working Collaboratively with Teachers, Families, and Leadership to Redefine ELA and Literacy Instruction at CNCA #1

- We have been developing a draft of Our Vision for Literacy Instruction at CNCA #1

Data and Standards Driven Instruction

- Increase in Data-Driven Practices Among ELA Teams

- Each grade level tracks student progress towards grade-level standards each week. In PLC, they review progress and discuss (1) what actions they have taken or not taken that demonstrate the shared results, (2) the actions they plan on taking this upcoming week and (3) any specific actions they plan on taking to support SWD and EL students.

Improved Internal Student Achievement Results

- As an internal measure, we use the CAASPP IAB assessments to measure student progress towards grade-level understanding in the ELA standards. Since 2019, we have seen steady increases in the percentages of students meeting or exceeding standards in comparison to our results from the CAASPP assessment in 2018-2019. Below is some evidence of this growth based on our most recent data (assessment data from December 2020):

- Evidence of growth from Quarter 1 2020 to Quarter 2 2020 which demonstrates evidence of improving instruction and teachers' ability to maintain a close pulse on student learning and respond accordingly across the quarter.
- Camino Nuevo Charter Academy #1 is out-performing all but one grade-levels from other CNCA schools in terms of the percentage of students meeting or exceeding the standard on IAB assessments (grades 4-8) and student English language reading levels (TK-2).

Through the process of thorough analysis with all stakeholders we have determined three primary causes for the lower DFS status in ELA. Below is each cause followed by a brief explanation:

1. Need for improved Intellectual Preparation practices in ELA: Through classroom observations and conversations with teachers, we observed that many teacher practices have not shifted significantly to the Common Core shifts. Planning was not yet text-driven and ELA standards were being analyzed in isolation rather than as a progression of learning. Moreover, teachers were not effectively building student knowledge across units.
2. Need for improved Tier 1 instructional practices in ELA: Similarly, we noticed that instructional decisions were not as deliberate or informed as they need to be. Teachers (as a result of experience with Lucy Calkin's Readers and Writers Workshop units) were spending significant time working with students at their independent reading levels and were not providing students enough time to grapple with grade-level texts through close reading and text-dependent-question practices. Moreover, there was limited evidence of teachers monitoring student understanding towards grade-level standards.
3. Need for aligned and high-quality curricular materials to support teacher planning and instruction: The above root causes are partly a result of working with a curriculum that is only partially aligned to the shifts of common core. Since 2018, we have been working with teacher leaders, families, and our Home Support Office (HSO) to engage in a change management process of identifying a new ELA curriculum that is aligned and high-quality while simultaneously ensuring current instruction does not waiver and continues to improve.

See table below for our immediate plans to improve services going forward:

Year	Detailed Plans that Outline Improvement Actions
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2019-2020	<ul style="list-style-type: none"> • CNCA #1 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices • CNCA #1 engaged in coherent and systematic adult development for ELA teachers that focused on (1) Common Core shifts in ELA, (2) using text complexity to drive instruction practices, (3) text-dependent questions, (4) close reading and (5) deepening ELA standards knowledge.
2020-2021	<ul style="list-style-type: none"> • CNCA #1 continued partnership with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices • CNCA #1 strengthened data-driven practices in ELA. We developed systems to ensure ELA teachers are monitoring student progress towards grade-level standards on a weekly basis • CNCA #1 teachers in grades 2,4,5,6,7,8 piloted three high-quality and aligned ELA curriculums to implement school-wide next year: <ul style="list-style-type: none"> ○ Grades 6-8: Piloted EL Achieve curriculum ○ Grades 4-5: Piloted Benchmark Education and ARC curriculums ○ Grade 2: Piloted ARC curriculum • CNCA #1 developed an ELA task force that engaged in regular research and discussion meetings to stay up-to-date with the latest research on reading and ELA instruction and investigate high quality curriculum. • 4th Grade shifted dual-language matrix to 50% English and 50% Spanish instruction • CNCA #1 developed a draft of our Vision for Literacy Instruction at our school
2021-2022	<ul style="list-style-type: none"> • CNCA #1 continues to plan partnership with Achievement Network (ANet) to support in ELA adult development • CNCA #1 plans to make Literacy and ELA Instruction a school-wide priority • CNCA #1 plans to develop systematic and codified processes for foundational literacy instruction and data-analysis practices across K-8. We are aiming to ensure all teachers

	<p>and leadership have a strong pulse on student foundational literacy skills and we implement data analysis practices to respond to student needs each week</p> <ul style="list-style-type: none"> • CNCA #1 plans to implement aligned and high-quality curriculum(s) across all grades K-8 • CNCA #1 will finalize our Vision for Literacy Instruction at our school and work to align observation, intellectual preparation, and data-analysis processes around this vision • CNCA #1 aims to develop a blended learning model in ELA and Math to provide more strategic time for students to drive their own learning and get targeted support from teachers
<p>2022-2023</p>	<ul style="list-style-type: none"> • CNCA #1 aims to implement our Ethnic Studies intellectual preparation processes within ELA and Mathematics • CNCA #1 aims to make Science instruction and Social Studies instruction a school-wide priority which will support with building student knowledge • CNCA #1 aims to implemented systematic and codified student work analysis processes for student writing skills

LCAP Highlights

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

At Camino Nuevo Charter Academy #1, we strive to create the highest quality educational environment for students, families, and educators. In order to achieve this, we plan to invest our attention, energy, and funds towards (1) ensuring students are engaged in rigorous and standards-aligned instruction, (2) all educators on our campus are highly developed and are provided supportive spaces and structures to further develop their capacity and skill as educators, and (3) cultivating a vibrant, supportive, and positive school culture grounded in relationships and high expectations. This will require genuine and thoughtful partnership with our community of families and parents as we seek to collaborate in building parent capacity, increasing involvement and input, and ultimately ensuring we are a united team working together towards all of the goals of this plan.

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.

{Identify the eligible schools here}

Support for Identified Schools

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

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors—and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is

allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by stakeholder groups was overwhelmingly supportive and positive of the plans we have laid out in LCAP. In particular, both teachers and families were very supportive of planned actions to invest in a new, aligned curriculum. Families were also very supportive of actions to strengthen and maintain school culture, staff development and school facilities. One piece of feedback that was discussed by both teachers and families was to ensure we are heavily investing in building family capacity to support their child academically and social emotionally. We discussed that there is an action included to support parents in helping their students increase SBAC proficiency in ELA and Math, but the feedback from families and teachers suggested that we should include supports that are even more targeted towards building family capacity and increase lines of communication between the school and families.

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

As a result of the feedback to find targeted ways to building family capacity and increase lines of communication between the school and families, we added more detailed actions about how we plan to aid in building family capacity in supporting their student's growth. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.

We will also work to strengthen our communication systems with our families by finding ways to make our communication more accessible to all families (seeking translators for various indigenous languages spoken by some families, making our workshops recorded live for families, and ensuring our family calendar is ready and accessible from the beginning of the year). We also changed the language of action 2 from support parents in helping their students increase SBAC proficiency in ELA and Math to work with families to build their capacity to support their child's academic and social-emotional learning and growth.

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 32.97% ELA Level 4 11.99%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) ELA Level 3: 39% ELA Level 4: 14%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 29.43% Math Level 4: 19.07%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) Math Level 3: 35% Math Level 4: 20%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 15.7% Science Level 4: 2.48%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) Math Level 3: 30% Math Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 48.90% Reclassification Rate: 8.50% (2019-2020) EL Reclassification Rate: 30.20%				(2023-24) ELPAC: 55% EL Reclassification Rate: 20%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continue to maintain a targeted focus on English Language Development planning and instruction, while also ensuring general content teachers are consistently addressing the language needs of their students.</p>	<ol style="list-style-type: none"> 1. Teacher stipends – 1175 - \$17,000 3000 - \$4,250 2. Buyback days – 1175 - \$16,820 3000 - \$4,205 	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p> <p>We will also work to strengthen our communication systems with our families by finding ways to make our communication more accessible to all families (seeking translators for various indigenous languages spoken by some families, making our workshops recorded live for families, and ensuring our family calendar is ready and accessible from the beginning of the year).</p>	<p>AP Salary and benefits 1300 - \$283,784 3000 - \$70,946</p>	Y

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	<p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p>	<p>1. Art, STEM, teacher salary and benefits listed here. 1110 - \$118,253 3000 - \$29,563</p> <p>AP Salary and benefits 1300 - \$283,784 (Repeated)3000 - \$70,946 (Repeated)</p>	Y

<p>4</p>	<p>Use federal funding to supplement our curriculum</p>	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Burlington partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$175,336 3000 - \$43,834 Teacher Aide Salaries 2111 - \$140,804 3000 - \$35,201</p> <p>TII –PD, Achievement Network, Induction tuition reimbursement for staff 5211 - \$11,000 5852 - \$18,813</p> <p>TIII – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - \$34,905 4311 - \$6,900</p> <p>TIV – Ethnic studies materials, PD, stipends 1175 - \$4,000 3000 - \$1,000 College Field Trip 5812 - \$12,000</p>	<p>[Y</p>
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	<p>based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III</p> <p>The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners</p> <p>Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.</p> <p>Title IV</p> <p>Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p> <p>STEMScopes/STEM Materials – Implement NGSS-aligned curriculum</p>	<p>STEMScopes online subscription STEM Supplies 4111 - \$7,800</p>	
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Action #	Title	Description	Total Funds	Contributing
		Fund college exploration activities such as field trips to university campuses.		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 86.20%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%				100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Allocate funds to improve conditions of schools multi-purpose room (MPR) so students have a welcoming and safe environment for eating.</p> <p>Allocate funds to ensure a new TK classroom has adequate supplies and equipment</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA #1 is located in a low-income area that has high crime rates. In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.</p>	<p>Vendor Repairs 5631 - \$43,000</p> <p>HVAC Maintenance 5599 - \$8,976</p> <p>Custodial (internal/contracted) 2200 - \$74,059</p> <p>3000 - \$18,515</p> <p>5531 - \$86,550</p> <p>Campus Security Guards 5521 - \$36,000</p> <p>Non-Capitalized equipment 4411 - \$10,409</p> <p>25% of rent 5611 - \$143,794</p> <p>Office supplies 4351 - \$18,600</p>	Y

<p>2</p>	<p>Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$90,504 3000 - \$22,626 2. PNEDG cost 5881 - \$996,553 3. Books 4211 - \$1,000 4. Software 5861 - \$23,274 5. SOM salary and benefits 2400 - \$65,920 3000 - \$16,480 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>The Assistant Principal of Student Services will lead a team of teachers called the School Culture Taskforce. These teachers will receive a stipend and will meet regularly to ensure we are being thoughtful, systematic, and responsive in building a vibrant, positive, supportive, and trauma-informed culture that aims to support students' social-emotional well-being.</p> <p>The Principal and API will allocate funds so that classes can take regular educational field trips to connect to their field of study.</p> <p>CNCA #1 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

Goal #	Description
3	Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 97.50%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 98.50%
Chronic Absenteeism Rate	(2019-2020) 3.91%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 2.5%
Suspension Rate	(2019-2020) 0.40%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 0.15%
Expulsion Rate	(2019-2020) 0%				(2023-24) 0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 83.50%				(2023-24) 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 65%				(2023-24) 80%
Middle School Dropout rate	(2019-2020) 0%				(2023-24) 0%

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1</p>	<p>Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator (FSC) and School Leadership Team will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement. Host quarterly student success team meetings for students with less than proficient attendance or engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>Assistant Principal of Student Services will lead the COST Referral process with the support of the school's Mental Health Therapist and FSC to identify students or</p>	<p>FSC salary and benefits 2900 - \$60,745 3000 - \$15,186</p> <p>Registrars salary and benefits 2400 - \$39,672 3000 - \$9,918</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$58,595 3000 - \$14,649</p>	<p>Y</p>
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families that may need short-term or long-term wrap-around supports.

Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.

The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and

Action #	Title	Description	Total Funds	Contributing
		visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate.		
2	Provide student-facing supports across the school community to improve school climate	<p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p> <p>We will use Dean's List software as tool for positive reinforcement and weekly student and family reports that provide feedback on students' decisions and engagement throughout the week.</p>	<p>Campus aides salary and benefits 2900 - \$76,683 3000 - \$19,171 ASES 5844 - \$177,559 Dean's List Software 5861 - \$4,675 (Repeated Cost)</p>	Y

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.01%	\$1,688,280

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.

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNCA 1's unduplicated student count is 100%. Since CNCA 1's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

All students were provided a laptop or similar device in order to participate in distance learning as needed and to facilitate completing assignments once in-person instruction returns. Students are provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Foster Youth:

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice

- Interactions with teachers who implement a 4:1 positive to correct comment ratio

- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks.

English Learners

English learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers' distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2

CDS Code: 19-64733-0127910

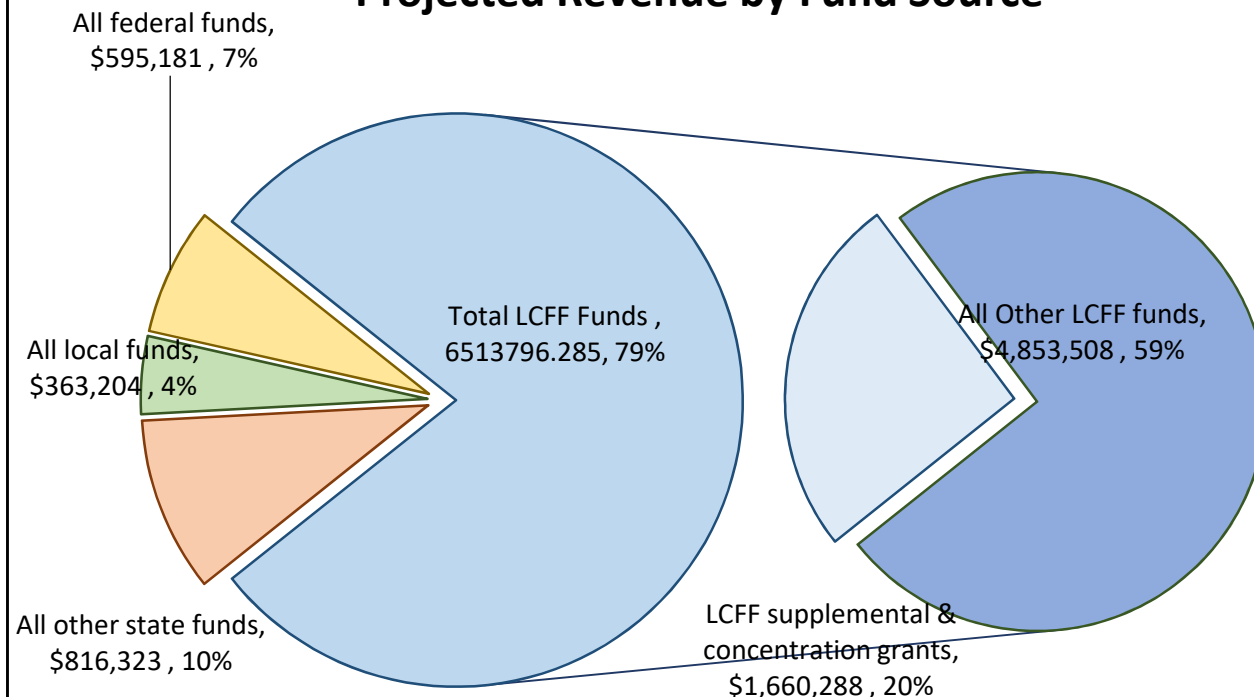
School Year: 2021 – 22

LEA contact information: Lawrence Boone, Principal

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

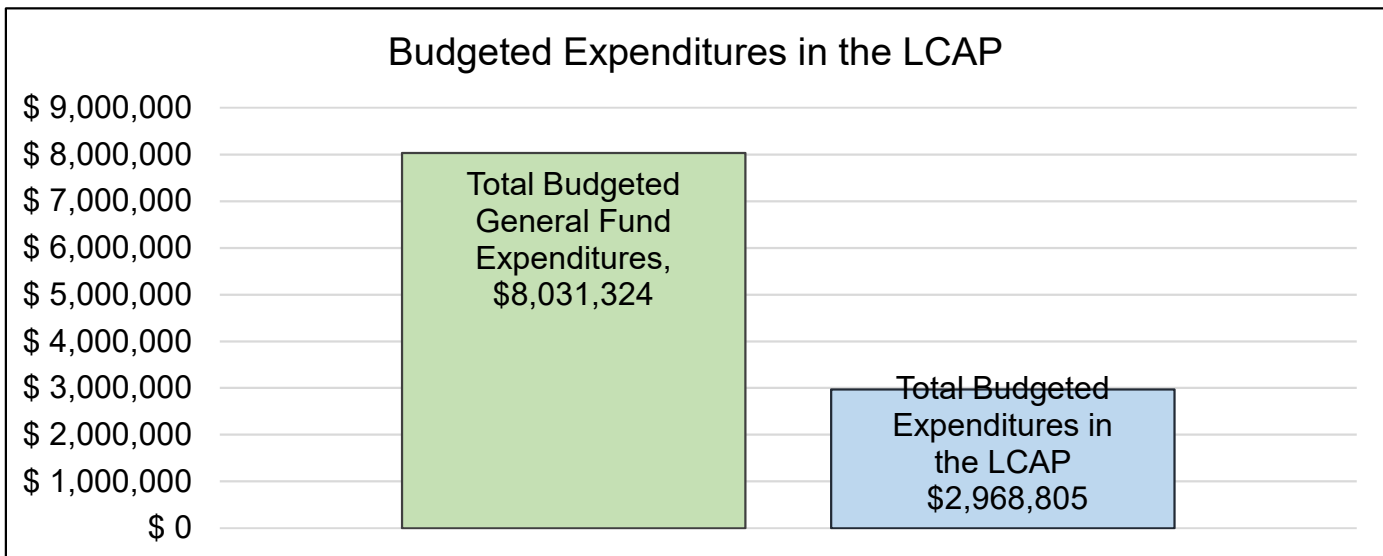


This chart shows the total general purpose revenue Camino Nuevo High #2 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo High #2 is \$8,288,503.11, of which \$6,513,796.29 is Local Control Funding Formula (LCFF), \$816,322.60 is other state funds, \$363,203.72 is local funds, and \$595,180.51 is federal funds. Of the \$6,513,796.29 in LCFF Funds, \$1,660,288.09 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 Camino Nuevo High #2 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camino Nuevo High #2 plans to spend \$8,031,323.60 for the 2021 – 22 school year. Of that amount, \$2,968,804.71 is tied to actions/services in the LCAP and \$5,062,518.90 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

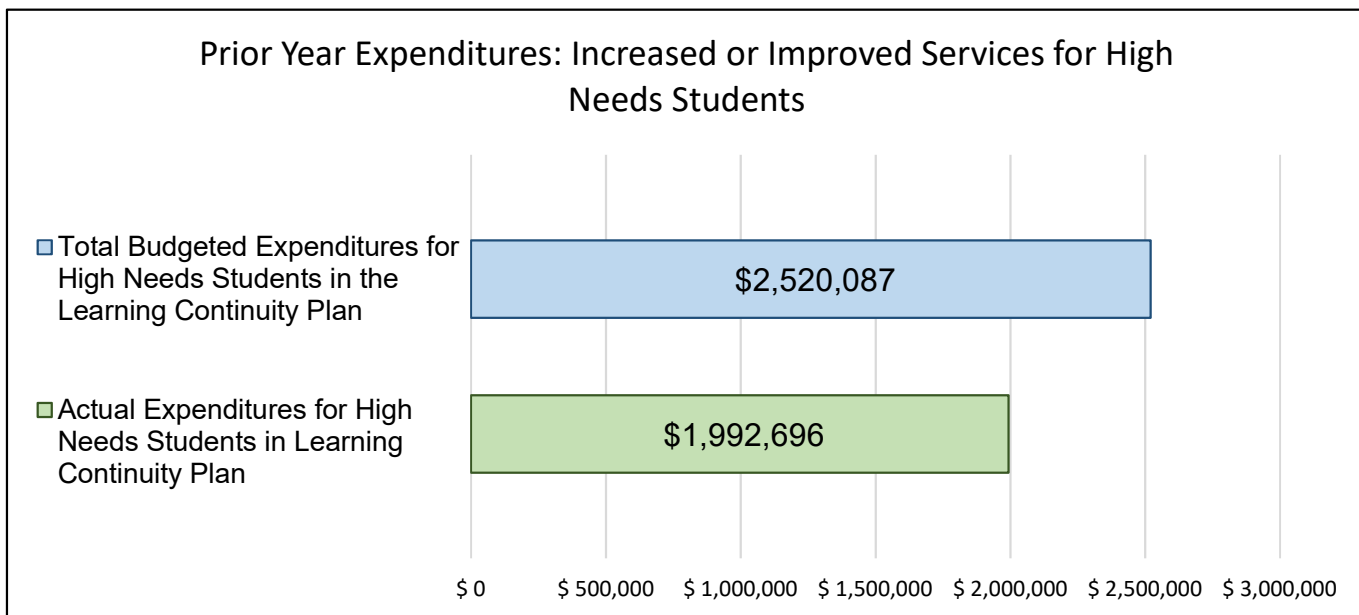
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

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

In 2021 – 22, Camino Nuevo High #2 is projecting it will receive \$1,660,288.09 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo High #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo High #2 plans to spend \$2,968,804.71 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 Camino Nuevo High #2 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 Camino Nuevo High #2 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, Camino Nuevo High #2's Learning Continuity Plan budgeted \$2,520,087.00 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent \$1,992,696.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$527,391.00 had the following impact on Camino Nuevo High #2's ability to increase or improve services for high needs students:

Our costs were lower than anticipated because we did not end up returning to in-person school for the 20-21 school year. Therefore, several items on our original plan did not need to occur, such as developing

California Department of Education
January 2021

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
Camino Nuevo High School #2	Larry Boone, Principal	Lawrence.boone@caminonuevo.org 213-736-5566

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

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities addressed by this goal:

Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELD Growth and Reclassification Rate 2018-2019 3% increase in reclassification rate from 17-18	[Add actual outcome here]
Lexile (reading) Levels 2018-2019 5% increase from 2017-2018	[Add actual outcome here]
Standards Proficiency in Math 2018-2019 All: 5% increase from 17-18 SBA performance data RFEP: 5% increase from 17-18 SBA performance data ELL: 5% increase from 17-18 SBA performance data SPED: 5% increase from 17-18 SBA performance data	[Add actual outcome here]
Curriculum and Instructional Framework 2018-2019 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content	
Highly Qualified Teachers 2018-2019 100% of teachers are appropriately assigned and fully credentialed in the subject areas	
AP Passage Rate 2018-2019 5% increase from 17-18 passage rate	

<p>Action 2 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level School-wide reading level assessments 3x/year Time for analysis and planning for intervention teachers PD for all teachers to support low readers in the classrooms Online program to support literacy development Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.)</p>	<p>\$5,000 LCFF 5000-5999 Services and Other Operating Expenses; Software \$5,000 LCFF 5000-5999 Services and Other Operating Expenses; Software \$51,000 LCFF 6000-6999 Capital Outlay; Equipment \$5,500 LCFF 6000-6999 Capital Outlay; Equipment – technology \$201,641 Federal Revenues - Title I 1000-1999 Certificated Salaries; Intervention Instruction</p>	<p>\$ 164,995.00</p>
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<p>Action 3</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools</p> <p>Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS</p> <p>Revise pacing plans, unit plans, and lesson plans Standards & student data analysis to guide instruction aligned to CCSS</p> <p>Training on curriculum and instructional framework for math</p> <p>PD around best instructional practices including classroom walkthroughs, reflection, and data analysis</p> <p>Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement</p> <p>Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class</p> <p>Data management (e.g. Illuminate, Schoolzilla) PD for teachers</p> <p>Maintain technology to be able to administer SBA assessments and interim assessments</p> <p>Computers</p>	<p>\$7,000 LCFF 5000-5999 Services and Other Operating Expenses; PD \$91,269 LCFF 1000-1999 Certificated Salaries; AP #1 \$22,817 LCFF 3000-3999 Employee Benefits; AP #1 - Benefits \$2,500 LCFF 5000-5999 Services and Other Operating Expenses; PD \$83,921 LCFF 1000-1999 Certificated Salaries; AP #2 \$20,980 LCFF 3000-3999 Employee Benefits; AP#2 - Benefits \$100,000 LCFF</p>	<p style="text-align: right;">\$ 369,347.25</p>
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	<p>6000-6999 Capital Outlay; Shade Structure \$14,000 LCFF</p> <p>6000-6999 Capital Outlay; Bathrooms \$86,097 LCFF</p> <p>1000-1999 Certificated Salaries; Art Teacher \$21,524 LCFF</p> <p>3000-3999 Employee Benefits; Art Teacher - Benefits \$12,000 LCFF</p> <p>5000-5999 Services and Other Operating Expenses; PD \$10,000 LCFF</p> <p>5000-5999 Services and Other Operating Expenses; PD \$22,652 Federal Revenues - Title II</p>	
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	<p>5000-5999 Services and Other Operating Expenses; Professional Development</p>	
<p>Action 4</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools Curriculum & Instructional Frameworks: PD for teachers and leaders on standards-aligned curriculum and instructional frameworks Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks Train all teachers on school-wide instructional frameworks Training and release time for planning for consistent implementation of standards-based grading PD for history and science teachers on new history common core standards and NGSS</p>	<p>\$3,500 LCFF 4000-4999 Books and Supplies; Textbooks \$21,000 LCFF 1000-1999 Certificated Salaries; Stipends \$20,000 LCFF 4000-4999 Books and Supplies; Instructional materials \$0 ; TITLE IV PURCHASING PLAN</p>	<p>\$ 44,500.00</p>

Action 5

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide Location: All Schools

Highly Qualified Teachers:

Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students

All teachers will be highly qualified and maintain correct credentials

Action 6

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide Location: All Schools

AP Pass Rate:

Support students to build the skills necessary for success in AP exams

Literacy focusschool-wide

Targeted support andintervention

AP-aligned curriculum innon-AP classes

Rigorous essential skillstaught and assessed in non-AP classes to prepare for AP

Test prep

PD for AP teachers

Send AP teachers to AP institutes and Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement

Build a strong AP culture for investment from students and families

AP assemblies Awards

AP Fairs

\$5,000
LCFF
5000-5999 Services
and Other Operating
Expenses;
PD

Family meetings Collaboration with middle schools

Goal Analysis

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

[Add text here]

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

[Add text here]

GOAL 2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

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

Attendance Rate

2018-19

Decrease number of chronicallytruant students by 10% from 2017-18

Increase % of students with

	<p>proficient attendance by 10% from 2017-18</p>	
<p>Suspension Rate</p>	<p>2018-19 Maintain suspension rate at 1.5% or lower</p>	
<p>Experiential Learning</p>	<p>2018-19 Greater than 90%</p>	
<p>Family Participation</p>	<p>2018-19 5% increase from 2017-18 of family attendance in workshops for families/parents</p>	

Actions / Services

<p>Action 1</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools</p> <p>Develop support structures for struggling and/or disengaged students:</p> <ul style="list-style-type: none"> Advisory (iConnect) classes/teachers Check in with Dean of Culture Community partnerships Counselors PD for teachers and staff on Positive Behavior Supports and Restorative Practices School-wide community building activities Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard) School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior SARB meetings for attendance/truancy 	<p>\$74,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Dean of Culture</p> <p>\$18,500</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Dean of Culture - Benefits</p> <p>\$75,906</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Lead Counselor</p> <p>\$18,977</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Lead Counselor - Benefits</p> <p>\$66,586</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; College Counselor #2</p> <p>\$16,397</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; College Counselor Asst</p> <p>\$20,000</p>	<p>\$ 207,643.75</p>
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	<p>LCFF 5000-5999 Services and Other Operating Expenses; Software \$5,500</p>	
	<p>LCFF 5000-5999 Services and Other Operating Expenses; Sophomore Trip \$5,000</p>	
	<p>LCFF 5000-5999 Services and Other Operating Expenses; Software \$18,600</p>	
	<p>LCFF 2000-2999 Classified Salaries; Tech Aide \$4,650</p>	
	<p>LCFF 3000-3999 Employee Benefits; Tech Aide - Benefits \$6,000</p>	
	<p>LCFF 5000-5999 Services and Other Operating Expenses;</p>	

	Field Trips - iconnect \$26,000 LCFF 1000-1999 Certificated Salaries; Summer School	
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<p>ACTION 2</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools</p> <p>Provide incentives for positive attendance, behavior, and growth:</p> <p style="padding-left: 40px;">Attendance incentives Incentives for score points(behavior tracking) Awards ceremony</p> <p style="padding-left: 40px;">Field trips/activities</p> <p>Utilize alternatives to suspensions Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution</p> <p>Referrals to drug counseling</p> <p>Community partnerships</p> <p>Offer after school enrichment opportunities on and off campus</p> <p>After school program (tutoring and enrichment) Summer Internship program</p> <p>Involvement with partner organizations</p> <p>Build more community partnerships to provide more opportunities during the school day</p> <p>Student mentoring (academic/college) SAT Prep classes</p> <p>Local community college</p>	<p>\$62,220</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; School Operations Manager</p> <p>\$15,555</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; School Operations Manager - Benefits</p> <p>\$5,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Other Supplies</p> <p>\$5,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Software</p> <p>\$15,000</p> <p>LCFF</p> <p>6000-6999 Capital Outlay; Computer Lab</p> <p>\$54,122</p> <p>LCFF</p> <p>2000-2999 Classified Salaries;</p> <p>Family & Student Services Coordinator</p> <p>\$13,531</p> <p>LCFF</p> <p>3000-3999 Employee</p>	<p style="text-align: right;">\$ 220,254.25</p>
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	Benefits; Family & Student Services Coordinator - Benefits	
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	\$4,163	
	LCFF	
	3000-3999 Employee Benefits; Campus Aide - Benefits	
	\$32,788	
	LCFF	
	2000-2999 Classified Salaries; Security	
	\$8,197	
	LCFF	
	3000-3999 Employee Benefits; Security - Benefits	
	\$26,750	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	College Trips	
	\$5,000	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	PD	
	\$0	

	; Landscape Beautification	
<p>ACTION 4</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools</p> <p>Offer after school enrichment opportunities on and off campus</p> <p>After school program (tutoring and enrichment) Summer Internship program</p> <p>Involvement with partner organizations</p>	<p>\$3,760</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Service Learning Trip</p> <p>\$26,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Sports Transportation</p>	<p>\$ 17,557.00</p>

<p>ACTION 5</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide Location: All Schools</p> <p>Offer after school enrichment opportunities on and off campus</p> <p>After school program (tutoring and enrichment) Summer Internship program</p> <p>Involvement with partner organizations</p>	<p>\$1,800</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>PSAT Testing Fee</p> <p>\$14,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>SAT & ACT Prep</p> <p>\$18,870</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; College Counselor Assistant</p> <p>\$4,718</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; College Counselor Assistant - Benefits</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$ 47,548.75</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></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.

All actions/services were implemented as planned.

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

Successes – We continued to implement restorative practices throughout the school. Teachers implemented restorative conversations and community building circles throughout campus. All leaders were also trained on how to implement harm circles and re-entry conferences. We also switched to from Kick Board’s PBIS software to Dean’s List PBIS software. Dean’s List has had a positive influence of staff and students. In addition, our after-school program continues to be popular with students and parents.

Challenges – We continue to add more academic components to our after-school program. Currently, it is very popular because mainly focuses on enrichment. We would like to strengthen tutoring for our most needy students. We also continue to work on our decreasing our chronically absent rate. It was difficult to do this during distance learning as some students just did not respond and home visits were not an option.

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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$90,448 Object Code 4371, 4399 LLMF CR \$84,996 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 146,053.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Collect and analyze participation data from Spring of 2020.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration \$21,716 Object Code 2400 LCFF Supplemental/Concentration \$71,235 Object Code 1000, 2000, & 3000 Series ESSER	\$ 20,498.00	Y

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

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

Analysis of In-Person Instructional Offerings

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$13,928 Object Code 4311 LLMF CR	\$ 23,321.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$30,586 Object Code 5861 LLMF CR	\$ 7,354.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$15,000 Object Code 5852 TITLE II \$11,191 Object Code 5852 LLMF CR \$81,700 Object Code 4110, 4311, 4411, 5311 LLMF CR \$29,441 Object Code 4311, 5852 LLMF GEER	\$156,602.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	Y

<p>Provide access to devices and connectivity.</p>	<p>\$46,868 Object Code 4411 LLMF GF</p> <p>\$278,062 Object Code 4411, 5631, 5999 LLMF CR</p> <p>\$24,529 Object Code 4411, 5999 ESSER</p>	<p>\$175,191.00</p>	<p>Y</p>
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

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.

- **Continuity of Instruction:** Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology with students from afar requires that lessons move much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.
- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

• Support for Pupils with Unique Needs: Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$13,928 Object Code 4311 LCFF Supplemental/Concentration	\$ 4,184.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$22,893 Object Code 5849 LLMF CR	\$ 14,228.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$20,498 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,498.00	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.

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data

analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

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.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$87,440 Object Code 5849 ESSER	\$ 86,785.80	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$125,351 Object Code 2200 LCFF Supplemental/Concentration \$53,381 Object Code 2400 LCFF Supplemental/Concentration	\$212,041.25	Y
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$5,150 Object Code 4399, 5621 LLMF CR	\$ 9,180.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$866,004 Object Code 5881 LCFF Supplemental/Concentration	\$843,949.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$47,333 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 47,333.00	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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.
- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.
- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

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.

The data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development as integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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.

We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

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

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

The 2019 LCAP and 2020-21 Learning Continuity Plan both will be used to make future plans in the following areas.

Mental Health and Well Being: This will be a major focus moving forward. Many of our stakeholders have experienced significant trauma due to the global pandemic. The plan moving forward is to enhance these services schoolwide. We have hired an additional mental health counselor at 60% who will not only see clients, supervise additional trainees, run support groups and support the overall school program.

Professional Development: While this year we focused on improving synchronous and asynchronous instruction, next year we will move to support teachers will hybrid instruction more. We will add additional professional development days next year. This time will be spent on capacity building in: hybrid learning pedagogy, implementation of a multi-tiered system of supports, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

Staffing: We will support our most vulnerable populations even more. We have hired an additional ELD teacher and ELD Teaching Aide to focus on the needs of ELD students in the general classroom setting and dedicated ELD spaces. These additional staff members will

provide whole group, small group and push in services. Additional ELD curricular materials will help support our students and families even further. We have also added an additional Special Education teacher and Special Education TA. The addition of these staff members will help support our SWD in the general education classroom. We have hired an additional mental health counselor at 60% who will not only see clients, supervise additional trainees, run support groups and support the overall school program. An additional math teacher has been added to the faculty as well to help focus on efforts on math instruction moving forward. This teacher will help provide much need intervention and remediation support.

Technology: While I biggest challenges this year were ensuring everyone had devices and connectivity, we will pivot to ensuring our on campus infrastructure is ready to support hybrid instruction. We will continue to support our students both in school and at home. Student will have both a Chromebook at home and at school in each class. We will also continue to provide hotspots for every student who needs one. On campus, we will be install SmartBoards in every classroom that they be installed in to enhance instruction and support possible hybrid instruction. Teachers will also be provided with laptops that fold in tablets, pens for those computers and new Elmos.

Curriculum and Instruction: Next Year our focus will be on supporting our teachers will preventing any future learning loss and providing much needed intervention help. We will be supporting our multi-tiered system if supports by purchasing a researched and standards based assessment system such as Iready or NWEA's Map Testing. This will allow us to better diagnose where students are doing well and where support is needed. These assessments will be given three times per year and allow us the teachers to make instructional changes and the school to provide programmatic changes in real time. Each department budget for curricular materials will receive additional funds to ensure departments have what they need to support student learning. We will continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
Camino Nuevo High School 2	Lawrence Boone, Principal	Lawrence.Boone@caminonuevo.org (213) 736-5566

Plan Summary 2021-2022

General Information

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

CNHS 2 serves 471 students in grades 9-12. Eighty-five point ninety-nine percent (85.99%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNHS 2 was 94.90% Hispanic, 90.45% socioeconomically disadvantaged and 19.75% English language learners and 16.56% of students with disabilities.

CHNS 2 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

Reflections: Successes

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

At this time, CNHS #2 does not collect data from one of the verified data sources approved with the passage of AB 1505. Our interim assessment system includes:

- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math
- CNCA High School Writing Assessments

This assessment plan was carefully crafted to meet the needs of our distance learning program this year. Therefore, we do not have data that shows one year's progress from one academic year to the next. However, an example of an analysis of our students' beginning-of-year, quarter one, and quarter two performance on these interim ELA Writing assessments demonstrate the following:

Quarter One Diagnostic Results:

9th Grade

- Organization was apparent in all samples
- Students writing how they verbally communicate

10th Grade

- Reading Comprehension was strong across all data samples
- Basic writing conventions
- Selecting supporting evidence, integrating, and analyzing needs improvement

11th Grade

- Paragraph structure shows students understand how to format an essay
- Evidence was, for the most part, cited correctly
- Academic language is slightly improving

Plans for Quarter 2 Based on Quarter 1 Data

9th Grade

- Work on paragraph organization
- Work on how to identify relevant quotes

10th Grade

- Use of direct quotations needs to be strengthen
- Work on creating benchmark beforehand to better prepare students for what is to come.

12th Grade

- Work on student writing and testing stamina in a distance learning context
- Informing students on difference of expectations from 11th to 12th grade.

Across the Board Changes for Quarter 2

- Change the format and access to the assessment so the assessment captures more accurately student understanding of the prompt.
- Supporting English Language Learners to maximize engagement and complete the assessment.
- Make sure students with IEPs receive sufficient accommodations.
- Teachers need to have more input to align the assessment more with what is actually happening in the class

Changes represented in Quarter 2

- More teacher input with the benchmarks – Submitted benchmarks for feedback
- Texts based prompt for quarter 2
- Practicing with the quote identification and integration

Across the Board Changes for Quarter 3

Opportunity to really understand data and let purposeful data inspire and fuel purposeful analysis.

Completion Rates for Quarter 3 decreased for every grade level

9th – Believes late work policy contributes to students not submitting on time for data analysis

10th – Engagement has been growing steadily, but attendance is still low. Work completion leading up to the benchmark was really low

12th – Students struggling with motivation

9th Grade Benchmark Scores

All criteria average scores have increased from Quarter 1 to Quarter 3. The most growth was with Develop of Ideas and Use of Evidence. The least growth was Reading Comprehension

10th Grade Benchmark Scores

One criterion average scores have increased from Quarter 2 to Quarter 3. The clear growth was with Organization. The largest decrease was in Conventions

12th Grade Data was not entered at the time

General Reflections

9th grade student work has improved.

10th grade noted Organization improvement may have been caused by outline given to students as added support

12th grade noted students have worked to complete work at high quality but encounter several external obstacles.

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.

CNCA identified needs across all the schools in the network that should be addressed in a united way. CNCA collaborated with school leaders across the network of schools to articulate three united goals for all of CNCA's schools.

In addition to the identified needs, new legislation affected information that must be addressed. Although for some of CNCA's schools, these goals are a shift from the way they were articulated in the previous 2017-2020 LCAP, the schools' needs continue to be the driving force behind the decision-making.

CNHS 2 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

A review of the 2019 California School Dashboard revealed that the school's Math "Status" DFS was "Lower" schoolwide and for the Latino and Socioeconomically Disadvantaged subgroups.

Our Math scores on the SBAC have increased significantly since 2018 and continue to improved due a focus on the following:

- Continuous work on ensuring a written viable math curriculum for all students – Beginning last year and continuing this year, our Math teachers have been developing their own CPM focused unit plans and a modified year-long pacing plan. Every week, we have provided our teachers with department wide planning time to intellectually prepare for the upcoming weeks. Additionally, at the end of every quarter, a cross-site space has been created to analyze benchmark data and to adjust their instruction as necessary.
- A narrow math instructional focus – This is the fourth year of the implementation of our organization wide math framework. We have a clear school-wide instructional focus for math this year – provide students with standards-based instruction and include intentional

student to student mathematical discourse. We have also made sure teachers have time to analyze unit and quarterly assessment data in order to analyze the results and then use them to guide instruction.

- More Instructional Support for Teachers - This year, like last year, we are deeply focused on holding ourselves accountable as a leadership team to ensuring we are consistently observing in classrooms, holding teachers accountable to our school-wide priorities, and providing teachers with bite-size actionable feedback.

– Weekly Classroom Observations by Admin - This year, our Assistant Principal of Instruction coaches 8 teachers from the math and science departments. She makes bi-weekly classroom visits in order to help each teacher continue to improve teacher practice. In addition to looking for good instructional practice, she looks for and gives feedback on the school's instructional focus as well. This helped us plan next steps for our Instructional Focus PD and Math PLC time. Teachers are receiving feedback during their bi-weekly coaching meeting.

– Classroom Observation with Math Director Support - These occurred once a quarter last year and occurs once a month this year. The Assistant Principal of Instruction visits classrooms with the CNCA Director of Mathematics. Collaboratively we have been specifically looking for how well the instructional focus was taking hold. This also helped us plan the next steps in regard to the instructional focus and Math PLC time.

- Math Teachers Had More Time with CPM – Two years ago our math teachers struggled with understanding the new curriculum, it is pacing, as well as their mastery of the Common Core Standards. We began by creating pacing plans for all Math courses. This year, our fourth year using CPM, has been a breakthrough year. Due to distance learning, our pacing plans have been modified to focus on the highest priority targets and standards. In particular, the focus was on gaining a deeper understanding of the Common Core State Standards and implementing student to student discourse in math. This year, the math department has analyzed common benchmark data quarterly, shared best practices during cross-site PLC intellectual preparation spaces, and then used the results to guide the instruction for the subsequent quarter
- Additional supports for Mathematics:

– Ethnic Studies for all – In our Algebra 1 classes, all of the “big problems” for each chapter in CPM, have been modified to include an Ethnic Studies lens. Students are still working on the same Common Core Standards, but the context of the problems have shifted. For example, when students are learning about linear functions, instead of the chapter problem about a bicycle race, students are learning about living in Los Angeles on minimum wage through various scenarios.

– Common Benchmark Assessment System – At the end of each quarter, each course (Algebra 1, Geometry, and Algebra 2) administer a common benchmark. Our Common Benchmark Assessment system ensures equity between classes so that students are learning the same content no matter who their teacher is. Additionally, due to distance learning and our abridged pacing plans, course specific teams have met cross-site to revise each benchmark to better align to the updated pacing and instruction. Assessments have been created to mirror the standards taught within each quarter.

– Data Driven Instruction – At the end of each quarter, teachers come together to analyze the results of the common benchmark that was just administered. First, we want to “Understand” the data by breaking down what was assessed, any important context to know about the assessment, completion rates, and analyzing the 3 highest and lowest scoring items. Then we move into the “Diagnose” stage where we dig deeper into what contributed to the completion rate, where students demonstrated mastery, where they struggled, what hunches the teacher has regarding why students scored what they did, what were some of the common misconceptions, and then sort their students. Finally, we move into the “Take Action” phase, where teachers create an action plan to address the needs they identified earlier. This cycle continues after every benchmark.

– More Embedded Intellectual Preparation Time – Every Friday, teachers are provided with planning time to intellectually prepare for the weeks ahead. During these Math PLC spaces, teachers are sharing best practices, discussing common misconceptions and how to address them, co-planning with their RSP teachers, and modifying the CPM lessons to better fit the distance learning setting.

– Quarterly Cross-site Math PLC spaces – At the end of each quarter, the math departments from both high schools come together to accomplish two goals. One, to collaboratively analyze their quarterly benchmark, and two, to collaboratively intellectually prepare and outline the upcoming quarter.

– Verified Data Source – As we look ahead to next year, we have realized that we need additional data points to help us determine how much growth our students are making throughout the year and from year to year. We are currently looking into two verified data sources (i-Ready and NWEA) to continue to and maximize student growth.

- A Focus on Data Driven Instruction – This year we have focused even more on ensuring that we use data to diagnose and take action. For Math, the critical components our data driven instruction include:

- BOY Diagnostic (We use FIABs, IABs, etc.) – To Surface major learnings from prior grades and provides specific information about student strengths and areas of need.
- CPM Unit Assessments: By implementing these assessments, teachers have been able to surface major learning taught within a unit.
- Quarterly Benchmarks (FIABs/IABs and Illuminate): These quarterly assessments have served as a network-wide opportunity to “check the pulse” on our standards-driven instruction and student learning.
- Consistent Formative and “Just in Time” Interventions (Kahoot, Peardeck, Exit Tickets, etc.) – Our math teachers use Intellectual Preparation time to understand, diagnose and take action. We will intellectually prepare within the standards and texts, analyze student work, and create targeted action plans that aim to accelerate learning.
- Ensuring More Time for Intellectual Preparation – This year we have focused on ensuring that our math teachers have support and time for:

- Prioritizing the most critical grade-level content for each grade and subject
- Studying these standards deeply

- Identifying the prerequisite knowledge, skills, and academic vocabulary that students will need access to grade level content.

A review of the 2019 California School Dashboard revealed the following:

The schoolwide College/Career indicator (CCI) “status” (Distance from Standard, DFS) was 40.9% orange, which was lower schoolwide than the state.

Areas of Strength:

Met A-G Completion – 100% of our graduates met the minimum A-G requirement. However, our graduation rate declined from 91% to 89%. In response, the school strengthened its standards-based program to include data driven instruction, a more robust intervention program throughout the year and a more intensive summer school program.

Met via AP – close to 20% of all students met this via passing an AP test. While this number is promising, we continue to strengthen our AP program by providing annual professional development and curricular support in our “pre-AP courses”. This year, we added AP World History and AP Spanish Literature to our list of AP offerings. We currently offer: AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP World History, AP Spanish Literature, AP Spanish Language, AP US Government and AP Biology. Next year, the plan is to offer AP Computer Science as well.

In Progress:

Met via SBAC – While our both ELA(up 23.11%) and Math (12%) scores increased significantly on the SBAC in 2019, we look to continue to grow in both areas – particular in Math. We have implemented the following to support Mathematics:

Met via College Credit Course – Each year, we have 30-40 students who take college courses at CNHS #2. We offer college credit courses on campus through our partnership with Los Angeles Community College. In the past, we have offered Engineering, Counseling and other courses that met the IGETC requirement. Last summer, a cohort of our students took two college courses and over 80% of passed both. We also hired a staff member to help support students throughout and who guided the students through study sessions. During the year, we offer one college course per semester on campus. This year, the plan is to offer and art class.

Areas of Growth:

Met via IB Program – We do not currently offer an IB Program due to the size of our school.

Met via CTE Pathway– We do not currently offer any CTE courses due to size of our school and facilities constraints.

Met via State Seal of Biliteracy – We will have between 10-15 students who qualify so far this year for the State Seal of Biliteracy. This number will continue to grow in future years.

Met via Leadership/Military Science – While we do currently offer a one year Leadership class one campus, we do not currently offer two years of a Military Science due to the size of our school.

LCAP Highlights

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

Returning to school on the heels of a pandemic has been challenging for our school community, especially our most vulnerable populations. This current LCAP seeks to provide much needed support for both academics and social emotional learning for our most vulnerable populations. This LCAP seeks to support all students – especially our English Language Learners, our Resource Students and those needing mental health support. In addition to adding an English Language Development teacher, we have also added an additional ELD TA to help support our English Language learners. This will provide the necessary language support needed to help them access the curricula. For our RSP students, we have added an additional teacher and RSP TA as well. Providing more support for our students with disabilities will provide them with the resources they need to be successful in their general education courses. Furthermore, we are also adding an additional licensed mental health counselor. This additional resource will help provide much needed support for students and staff who have experienced varying degrees of loss during from the pandemic. Adding these additional resources will help strengthen our multitiered system of supports designed to strengthen our interventions schoolwide. In addition to providing personnel, we have also added more comprehensive diagnostic testing and intervention classes to ensure we are intervening as early as possible.

~~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.~~

~~{Identify the eligible schools here}~~

~~Support for Identified Schools~~

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

~~{Describe support for schools here}~~

~~Monitoring and Evaluating Effectiveness~~

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

~~{Describe monitoring and evaluation here}~~

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors—and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is

allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

A total of three meetings were held with faculty and staff. One was held during our Friday morning professional development time and two were held after school. Teachers were paid \$35 per hour to attend the afternoon meetings. We also presented the plan at our School Based Council Meeting which was held on May 26, 2021. In general, feedback centered on additional courses we should consider adding such as Art History, Gender Studies and Queer History. Faculty members also suggested that we need to add more clubs at the school and gender supports on campus. Another faculty member suggested that we add additional opportunities for collaboration for departments and grade level time.

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

We continue to explore ways to add additional elective courses. We are currently looking at ways to add more ethnic and gender studies courses. We are also currently reviewing the bell schedule to ensure we provide a space for departments and grade levels to have weekly collaboration time.

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 38.18% ELA Level 4: 27.27%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	ELA Level 3: 40% ELA Level 4: 35%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 12.73% Math Level 4: 2.73%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Math Level 3: 30% Math Level 4: 15%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 17.14% Science Level 4: 3.81%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Science Level 3: 30% Science Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 31.80% EL Reclassification Rate: 17.30% (2019-2020) EL Reclassification Rate: 22%				ELPAC: 40% EL Reclassification: 30%
Pupils that pass AP exams with a score of 3 or higher	((2019-2020) 25%				45%
Pupils prepared for college by the EAP (Gr.11 SBAC)	(2018-2019) 40.9%				55%
A-G requirements progress. This data can be repeated for priority 5 because they are the same as A-G (graduation rate).	(2019-2020) 100%				100%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1</p>	<p>Provide necessary standards-aligned curriculum</p>	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans</p> <p>Provide CPM licenses and training for students and teachers</p> <p>Provide verified data source assessment to help determine which students need support</p> <p>College counselors support students in completing A-G courses prior to graduation and preparation for post-secondary plans.</p> <p>Provide College Counselor Assistant to support college counselors with providing services to our students and their families.</p> <p>Our college counseling department is especially helpful for our low-income and English Learner families, many of which are navigating the college admissions landscape for the first time. We strive to hire staff to these positions who are bilingual to ease communication with English Learner families.</p>	<ol style="list-style-type: none"> 1. Teacher stipends 1175 - \$21,000 3000 - \$5,250 2. Buyback days 1175 - \$16,240 3000 - \$4,060 3. College Counselors salary and benefits 1300 - \$132,991 3000 - \$33,248 4. College Assistant's salary and benefits 2900 - \$19,703 3000 - \$4,926 	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p>	<p>AP Salary and benefits 1300 - \$280,840 3000 - \$70,210</p>	Y

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	<p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The assistant principal will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>The school will provide a variety of election choices that include Art, Computer Science, Spanish, PE, Yearbook and Leadership to support our literacy and provide student choice.</p>	<p>1. Art, Computer Science and Spanish teacher salary and benefits 1110 - \$277,102 3000 - \$69,276</p> <p>2. AP Salary and benefits 1300 - \$280,840 (Repeated) 3000 - \$70,210 (Repeated)</p>	Y

<p>4</p>	<p>Use federal funding to supplement our curriculum</p>	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Dalzell Lance is partnering with Relay next year to accelerate our adult development of ELA intellectual preparation and instructional practices. We also partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</p>	<p>Title I Title II Title III Title IV</p> <p>Federal Funding sources: Teacher allocation for TI - % teacher time for ELA 1110 - \$147,802 3000 - \$36,950 TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$20,000 5852 - \$563</p> <p>TIII – <u>Director of Biliteracy and</u> <u>English Learners, Rosetta</u> <u>Stone Foundations</u> <u>5849 - \$34,905</u> <u>4311 - \$6,900</u></p> <p>TIV – <u>Ethnic studies materials, PD,</u> <u>stipends</u> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u> <u>College Field Trip</u> <u>5812 - \$12,000</u> <u>STEMScopes online</u> <u>subscription</u> <u>STEM Supplies</u> <u>4111 - \$7,800</u></p>	<p>Y</p>
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Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom

Train and develop all teachers around an aligned vision for active engagement in the classroom

Title III

The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners

Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.

Title IV

Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience

STEMScopes/STEM Materials – Implement NGSS-aligned curriculum

Fund college exploration activities such as field trips to university campuses.

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p>	<p>Vendor Repairs 5631 - \$35,000</p> <p>HVAC Maintenance 5599 - \$6,984</p> <p>Custodial (internal/contracted) 2200 - \$54,288 3000 - \$13,572</p> <p>Non-Capitalized equipment 4411 - \$61,898</p> <p>25% of rent 5611 - \$133,301</p> <p>Office supplies 4351 - \$18,000</p>	Y

2	Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$73,588 3000 - \$18,397 2. PNEDG cost 5881 - \$924,524 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - \$65,368 3000 - \$16,342 	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>School leadership works with PNEEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Dalzell Lance has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p> <p><u>Consultants</u> Hire a part time instructional coach/consultant to provide additional instructional coaching and support to EIs, Foster Youth</p> <p>Hire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.</p>		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

Goal #	Description
3	Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 93.60%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	95%
Chronic Absenteeism Rate	(2019-2020) 21.79%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	10%
Suspension Rate	(2019-2020) 3.00%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	1%
Expulsion Rate	(2019-2020) 0%				0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 60%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 56%				70%
High School Dropout Rate	(2019-2020) 4.72%				2%
High School Graduation Rate	(2019-2020) 95.28%				98%

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1</p>	<p>Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator (FSC) and School Leadership Team will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement. Host quarterly student success team meetings for students with less than proficient attendance or engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>Assistant Principal of Student Services will lead the COST Referral process with the support of the school's Mental Health Therapist and FSC to identify</p>	<p>FSC salary and benefits 2900 - \$57,462 3000 - \$14,366</p> <p>Registrars salary and benefits 2400 - \$40,194 3000 - \$10,049</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$68,382 3000 - \$17,096</p>	<p>Y</p>
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students or families that may need short-term or long-term wrap-around supports.

Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.

The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.

The school receptionist supports the whole office "customer service" approach to welcoming all

Action #	Title	Description	Total Funds	Contributing
		stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate.		
2	Provide student-facing supports across the school community to improve school climate	<p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p>	<p>Campus aides salary and benefits</p> <p>2900 - \$43,643</p> <p>3000 - \$10,911</p>	Y

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.21%	\$1,660,288

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.

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNHS 2's unduplicated student count is 95%. Since CNHS 2's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

All students were provided a laptop or similar device in order to participate in distance learning as needed and to facilitate completing assignments once in-person instruction returns. Students are provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Foster Youth:

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice
- Interactions with teachers who implement a 4:1 positive to correct comment ratio

- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks.

English Learners

English learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers' distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Cover Sheet

2021-21 LCAP Local Indicators

Section: III. Operations
Item: B. 2021-21 LCAP Local Indicators
Purpose: Discuss
Submitted by:

RECOMMENDATION:
Approve

Cover Sheet

2021-22 Budget

Section: IV. Finance
Item: A. 2021-22 Budget
Purpose: Vote
Submitted by:
Related Material: 21-22 CNCA Consolidated Budget Summary - 06.08.21.pdf

Camino Nuevo Charter Academy
 Consolidated Budget Summary
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	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
Enrollment	577	590	708	697	516	471	264	267	780	738	637	606	451	508	-	-	3,153	3,139
ADA	551.09	560.50	670.18	662.15	459.07	447.45	260.12	253.65	719.19	701.10	606.12	575.70	426.95	482.60	-	-	2,973.53	2,982.05
ADA %	-	95%	-	95%	-	95%	-	95%	-	95%	-	95%	-	95%	-	-	-	95%
UPP	-	100%	-	93%	-	99%	-	94%	-	97%	-	91%	-	96%	-	0%	-	82%
Income																		
8011-8098 - Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	3,452,502	3,856,871	4,097,727	4,427,685	2,919,810	3,114,400	1,539,941	1,645,238	4,459,751	4,759,637	3,686,190	3,827,826	4,187,420	5,044,024	-	-	19,883,589	21,916,044
8012 Education Protection Account	1,076,368	1,059,320	1,312,997	1,255,284	892,741	841,985	505,848	477,304	1,398,590	1,319,289	1,185,349	1,089,425	85,390	96,520	-	-	5,058,693	4,819,837
8019 Local Control Funding Formula - Prior Year	66,665	-	83,195	-	56,978	-	32,289	-	89,267	-	75,259	-	50,304	-	-	-	364,690	-
8096 In Lieu of Property Taxes	1,568,143	1,594,920	1,907,017	1,884,168	1,306,297	1,273,232	740,179	721,769	2,046,477	1,995,001	1,724,733	1,638,172	1,214,899	1,373,253	-	-	8,461,269	8,485,513
8098 In Lieu of Property Taxes, Prior Year	(66,665)	-	(83,195)	-	(56,978)	-	(32,289)	-	(89,267)	-	(75,259)	-	(50,304)	-	-	-	(364,690)	-
Total 8011-8098 - Local Control Funding Formula Sources	6,097,013	6,511,111	7,317,741	7,567,136	5,118,849	5,229,617	2,785,969	2,844,310	7,904,817	8,073,927	6,596,272	6,555,423	5,487,709	6,513,796	-	-	33,403,551	35,221,394
8100-8299 - Federal Revenue																		
8181 Special Education - Federal (IDEA)	112,268	149,822	136,529	176,993	93,522	119,603	52,992	67,801	146,513	187,404	123,479	153,885	86,978	128,999	-	-	605,768	797,102
8221 Child Nutrition - Federal	243,674	570,561	86,919	519,410	141,689	428,932	2,188	152,252	143,877	581,184	75,761	387,254	50,751	224,523	-	-	600,983	2,282,932
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	310,690	310,690	277,131	234,893	224,332	213,116	127,121	115,832	351,453	328,948	259,000	207,936	200,685	182,909	-	-	1,398,959	1,265,376
8292 Title II	29,060	29,060	33,762	28,616	24,531	23,304	13,900	12,666	38,431	35,970	29,605	23,768	22,232	20,263	-	-	153,090	137,677
8294 Title III	35,578	41,756	25,854	28,257	32,718	31,346	11,211	11,783	43,930	43,129	22,880	22,194	9,038	10,754	-	-	137,280	146,089
8295 Title IV, SSAE	23,814	23,814	20,868	17,687	17,195	16,335	9,744	9,744	26,939	26,079	19,852	15,938	15,382	14,019	-	-	106,855	97,538
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	897,002	-	1,038,567	-	711,167	-	402,991	17,771	1,114,158	17,771	912,469	-	745,383	13,714	-	-	4,707,579	31,486
Total 8100-8299 - Other Federal Income	1,652,087	1,125,703	1,619,631	1,005,856	1,245,155	832,636	620,147	387,849	1,865,301	1,220,486	1,443,046	810,975	1,130,449	595,181	-	-	7,710,513	4,758,199
8300-8599 - Other State Revenue																		
8520 Child Nutrition - State	19,484	47,612	6,850	42,917	11,211	35,879	159	12,339	11,370	48,218	6,198	32,289	4,192	17,435	-	-	48,095	188,471
8550 Mandate Block Grant	9,252	9,484	11,301	11,534	7,741	7,901	4,386	4,477	12,127	12,377	10,221	10,431	20,011	20,425	-	-	62,911	64,252
8561 State Lottery - Non Prop 20	82,664	84,075	100,527	99,323	68,861	67,118	39,018	38,048	107,879	105,165	90,918	86,355	64,043	72,390	-	-	446,030	447,308
8562 State Lottery - Prop 20	27,003	27,465	32,839	32,445	22,494	21,925	12,746	12,429	35,240	34,354	29,700	28,209	20,921	23,647	-	-	145,703	146,120
8560 Lottery Revenue	109,667	111,540	133,366	131,768	91,355	89,043	51,764	50,476	143,119	139,519	120,618	114,564	84,963	96,037	-	-	591,732	593,428
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	295,637	295,637	-	-	-	-	131,357	123,147	131,357	123,147	-	-	319,767	299,926	-	-	746,761	718,710
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety	177,559	177,559	177,559	177,559	177,559	177,559	-	-	177,559	177,559	53,172	124,387	-	-	-	-	585,849	657,065
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 State Revenue - Other	57,703	422,026	75,507	517,858	43,101	345,289	24,423	205,264	67,524	550,553	56,365	472,152	46,868	382,499	-	-	303,967	2,345,088
Total 8300-8599 - Other State Income	669,302	1,063,857	404,583	881,636	330,967	655,671	212,089	395,703	543,056	1,051,374	246,574	753,824	475,802	816,323	-	-	2,339,317	4,567,013
8600-8799 - Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	18,000	15,000	12,000	10,000	10,000	12,000	6,000	5,000	16,000	17,000	12,000	10,000	10,000	14,000	-	-	68,000	66,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	15,500	10,000	22,470	100,000	10,500	2,500	37,375	-	47,875	2,500	41,350	-	25,000	-	-	-	152,195	112,500
8694 In Kind Donations	-	-	-	-	15,000	-	-	-	15,000	-	-	-	92,732	-	-	-	-	107,732
8695 Contributions & Events	3,019	-	3,023	-	3,016	-	-	-	4,018	-	21	-	109	-	-	-	-	10,189
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	13,440	13,440	14,776	14,776	14,776	14,776	14,776	14,776	29,552	29,552	14,776	14,776	16,741	16,741	-	-	89,284	89,284

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
8698 SELPA Grants	14,179	-	121,875	-	17,482	-	9,907	-	27,389	-	16,524	-	16,724	-	-	-	196,691	-
8699 All Other Local Revenue	2,692	-	6,062	-	2,023	-	393	-	2,416	-	6,039	-	6,766	-	-	-	23,974	-
8792 Transfers of Apportionments - Special Education	347,462	386,128	422,548	456,155	289,444	308,248	164,006	174,739	453,449	482,988	382,159	396,600	269,192	332,463	-	-	1,874,811	2,054,334
Total 8600-8799 - Other Income-Local	414,292	424,568	602,754	580,931	362,241	337,524	233,458	194,515	595,699	532,040	472,869	421,376	437,262	363,204	-	-	2,522,876	2,322,119
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	24,109	-	31,591	-	29,161	-	10,137	-	39,298	-	19,976	-	15,220	-	-	-	130,194	-
Total Prior Year Adjustments	24,109	-	31,591	-	29,161	-	10,137	-	39,298	-	19,976	-	15,220	-	-	-	130,194	-
TOTAL INCOME	8,856,803	9,125,239	9,976,300	10,035,559	7,086,372	7,055,448	3,861,799	3,822,378	10,948,172	10,877,827	8,778,736	8,541,597	7,546,441	8,288,503	-	-	46,106,451	46,868,725
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	1,660,937	1,856,591	1,988,011	2,463,353	1,254,934	1,494,941	715,928	881,270	1,970,862	2,376,211	1,987,525	2,308,249	1,554,998	2,037,137	-	-	9,162,332	11,041,541
1120 Teachers' Hourly	-	-	20,726	42,000	-	-	-	-	-	-	-	13,090	-	-	-	-	20,726	55,090
1170 Teachers' Salaries - Substitute	35,806	53,723	71,200	61,050	43,166	82,510	33,260	24,050	76,425	106,560	50,629	64,750	37,509	51,870	-	-	271,569	337,953
1175 Teachers' Salaries - Stipend/Extra Duty	97,815	105,410	66,943	99,870	76,996	110,450	32,870	28,540	109,866	138,990	99,004	80,120	106,508	103,255	-	-	480,136	527,645
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	57,768	69,273	70,568	81,571	48,147	50,956	27,394	30,292	75,541	81,249	67,266	67,462	44,934	62,228	-	-	316,077	361,782
1299 Certificated Pupil Support - Other	74,391	110,963	143,292	204,657	59,596	81,624	34,227	48,523	93,823	130,146	78,538	107,846	57,864	99,678	-	-	447,909	653,291
1300 Certificated Supervisors' & Administrators' Salaries	426,190	505,530	410,569	502,580	389,033	436,923	257,416	298,939	646,449	735,862	413,785	498,610	536,238	644,320	-	-	2,433,230	2,886,903
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	2,352,906	2,701,489	2,771,308	3,455,081	1,871,873	2,257,404	1,101,095	1,311,614	2,972,967	3,569,018	2,696,746	3,140,127	2,338,052	2,998,488	-	-	13,131,980	15,864,204
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	283,224	447,441	305,947	408,968	185,502	342,671	36,660	103,508	222,162	446,178	325,730	588,855	90,895	309,820	-	-	1,227,958	2,201,262
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	1,085	-	-	-	-	-	1,085	-
2131 Classified Teacher Salaries	55,671	161,585	4,000	-	30,939	74,400	2,200	65,150	33,139	139,550	1,875	18,500	-	-	-	-	94,684	319,635
2200 Classified Support Salaries	105,951	113,209	105,339	142,574	82,777	102,671	51,337	55,785	134,114	158,456	60,098	108,776	74,352	80,127	-	-	479,855	603,142
2300 Classified Supervisors' & Administrators' Salaries	-	-	1,000	-	1,000	-	-	-	1,000	-	1,000	-	-	-	-	-	3,000	-
2400 Classified Office Staff Salaries	163,763	211,705	163,201	178,385	169,240	205,625	116,059	142,096	285,299	347,721	185,119	194,110	174,694	218,365	-	-	972,076	1,150,286
2900 Other Classified Salaries	159,579	202,264	192,777	221,242	141,214	201,473	80,297	116,296	221,511	317,769	227,699	272,049	141,907	178,050	-	-	943,474	1,191,375
Total 2000 - Classified Salaries	768,188	1,136,204	772,264	951,169	610,672	926,840	286,554	482,835	897,226	1,409,674	802,607	1,182,290	481,847	786,362	-	-	3,722,133	5,465,700
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	374,303	457,092	446,793	584,600	293,855	381,953	175,842	221,925	469,697	603,878	434,772	531,310	379,750	507,344	-	-	2,105,315	2,684,223
3212 PERS - Public Employee Retirement System	166,189	260,304	157,945	217,913	133,190	212,339	57,481	110,617	190,671	322,956	165,477	270,863	100,325	180,155	-	-	780,607	1,252,192
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	49,323	70,445	47,965	58,972	40,147	57,464	18,143	29,936	58,290	87,400	49,300	73,302	29,892	48,754	-	-	234,771	338,873
3331 MED - Medicare	45,010	55,647	50,936	63,891	35,761	46,172	19,812	26,020	55,573	72,191	50,295	62,675	40,716	54,880	-	-	242,530	309,284
3401 H&W - Health & Welfare	272,284	322,253	294,710	379,682	240,573	297,972	81,675	108,085	322,248	406,057	257,554	353,643	227,697	316,147	-	-	1,374,492	1,777,782
3501 SUI - State Unemployment Insurance	1,551	47,204	1,755	54,197	1,231	39,166	684	22,072	1,915	61,238	1,704	53,166	1,409	46,554	-	-	8,335	262,358
3601 Workers' Compensation Insurance	37,219	47,595	36,135	46,730	22,138	29,531	15,126	20,342	37,264	49,874	39,560	50,820	30,334	42,343	-	-	180,513	237,361
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	(6,800)	-	(4,853)	-	(2,285)	-	(3,296)	-	(5,581)	-	(6,795)	-	(7,577)	-	-	-	(31,605)	-
Total 3000 - Employee Benefits	939,079	1,260,539	1,031,388	1,405,985	764,611	1,064,597	365,466	538,996	1,130,077	1,603,593	991,868	1,395,778	802,546	1,196,178	-	-	4,894,958	6,862,074
4000 - Supplies																		
4111 Core Curricula Materials	95,207	24,800	23,719	108,300	1,071	16,571	6,292	12,107	7,363	28,678	9,732	27,755	17,425	31,900	-	-	153,446	221,433
4211 Books & Other Reference Materials	10,185	1,000	10,732	7,000	12,825	3,325	1,754	375	14,578	3,700	4,356	4,000	6,598	13,000	-	-	46,449	28,700
4311 Student Materials	142,814	48,800	115,298	58,001	109,217	53,247	60,357	29,095	169,574	82,341	99,035	33,328	82,757	51,420	-	-	609,478	273,889
4351 Office Supplies	13,500	18,600	14,400	18,000	19,200	19,200	12,000	12,000	31,200	31,200	15,600	15,600	13,200	18,000	-	-	87,900	101,400
4371 Custodial Supplies	77,303	13,720	95,315	12,000	92,306	21,600	37,389	12,000	129,695	33,600	76,746	18,000	74,448	22,800	-	-	453,507	100,120
4391 Food (Non Nutrition Program)	2,400	11,150	460	8,600	3,600	14,000	960	9,000	4,560	23,000	400	12,567	510	11,250	-	-	8,329	66,567
4392 Uniforms	1,500	9,800	2,000	5,000	1,500	8,565	-	4,005	1,500	12,570	2,000	4,000	2,000	15,620	-	-	9,000	46,990
4393 PE & Sports Equipment	900	4,000	5,000	5,000	1,000	7,000	4,918	4,000	5,918	11,000	6,783	6,000	2,500	2,500	-	-	21,101	28,500
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	33,270	12,190	42,500	17,091	39,566	11,413	26,327	8,551	65,893	19,964	32,147	18,318	48,500	30,024	-	-	222,309	97,587

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
4390 Other Supplies	38,070	37,140	49,960	35,691	45,666	40,978	32,205	25,556	77,871	66,534	41,329	40,885	53,510	59,394	-	-	260,740	239,644
4411 Non Capitalized Equipment	235,926	16,309	283,596	12,409	268,924	18,288	82,883	9,156	351,806	27,444	284,491	15,648	193,788	61,898	-	-	1,349,608	133,708
4711 Nutrition Program Food & Supplies	242,065	598,524	90,064	530,244	158,884	466,679	3,352	176,667	162,236	643,346	85,952	449,383	62,232	236,661	-	-	642,549	2,458,158
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	855,069	758,893	683,084	781,645	708,092	639,888	236,232	276,956	944,324	916,843	617,241	604,598	503,958	495,073	-	-	3,603,676	3,557,052
5000 - Operating Services																		
5211 Travel & Conferences	16,000	12,000	4,000	60,250	1,100	8,000	1,597	1,597	2,697	9,597	-	5,000	3,590	20,620	-	-	26,287	107,467
5311 Dues & Memberships	9,600	9,205	11,420	11,310	6,947	6,497	3,270	3,170	10,217	9,667	8,500	8,210	13,640	16,500	-	-	53,377	54,892
5451 General Insurance	-	-	-	-	3,784	-	22,826	25,277	26,611	25,277	-	-	3,998	3,904	-	-	30,609	29,181
5511 Utilities	102,225	144,523	81,349	104,466	113,800	142,541	39,156	49,505	152,956	192,046	110,880	127,924	118,020	120,870	-	-	565,429	689,829
5521 Security Services	30,108	40,740	1,108	1,400	142	500	1,881	2,300	2,023	2,800	188	500	3,207	5,090	-	-	36,634	50,530
5531 Housekeeping Services	60,588	86,550	46,110	72,000	49,116	106,000	-	-	49,116	106,000	63,894	114,300	50,011	66,723	-	-	269,719	445,573
5599 Other Facility Operations & Utilities	45,556	41,237	44,993	44,993	61,875	61,875	22,057	21,685	83,932	83,560	69,955	69,955	56,681	55,841	-	-	301,116	295,586
5611 School Rent - Private Facility	525,576	575,176	-	-	-	-	218,928	218,928	218,928	218,928	-	-	532,946	533,202	-	-	1,277,450	1,327,306
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	15,393	8,011	12,638	14,638	-	-	5,658	6,908	5,658	6,908	-	1,000	21,158	35,866	-	-	54,847	66,423
5621 Equipment Lease	46,114	44,009	22,671	26,459	32,414	38,071	15,062	19,641	47,476	57,712	22,118	30,205	47,317	54,412	-	-	185,697	212,798
5631 Vendor Repairs	48,000	43,000	40,000	30,000	44,000	44,000	25,000	25,000	69,000	69,000	25,000	40,000	50,000	35,000	-	-	232,000	217,000
5812 Field Trips & Pupil Transportation	-	16,800	-	32,000	-	21,465	-	17,400	-	38,865	-	12,000	8,000	48,300	-	-	8,000	147,965
5821 Legal	-	-	-	-	6,887	-	-	-	6,887	-	39,350	15,000	-	-	-	-	46,237	15,000
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	10,000	21,000	5,000	5,000	5,000	-	-	46,000	30,000
5841 Contracted Substitute Teachers	1,875	-	73,226	-	26,283	-	700	-	26,983	-	7,825	-	3,300	1,800	-	-	113,209	1,800
5842 Special Education Services	297,221	330,000	562,675	459,250	193,029	209,000	96,806	104,500	289,836	313,500	166,882	197,500	159,796	185,300	-	-	1,476,409	1,485,550
5843 Non Public School	2,956	-	75,185	-	-	-	-	-	-	-	15,547	2,980	-	-	-	-	93,688	78,165
5844 After School Services	187,912	177,559	190,559	177,559	177,559	177,559	-	-	177,559	177,559	53,172	124,387	34,569	-	-	643,771	657,065	
5849 Other Student Instructional Services	113,460	59,280	172,218	-	93,326	-	52,909	-	146,234	-	177,575	8,840	111,786	33,689	-	-	721,272	101,809
5852 Professional Development	47,514	18,813	37,060	18,375	45,334	19,675	38,252	19,413	83,586	39,088	62,578	28,250	48,859	3,963	-	-	279,597	108,488
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	6,000	6,000	3,500	2,500	6,000	6,000	6,000	6,658	6,658	2,000	2,000	-	-	24,758	24,758
5859 All Other Consultants & Services	63,060	23,041	45,815	13,946	70,970	36,375	28,312	7,608	99,282	43,983	64,899	33,803	41,197	31,129	-	-	314,253	145,904
5861 Non Instructional Software	95,007	55,664	102,687	61,741	84,621	49,346	51,398	32,369	136,019	81,715	106,857	67,311	77,337	46,751	-	-	517,907	313,182
5865 Fundraising Cost	-	-	646	-	-	-	-	-	-	-	-	-	92,732	-	-	-	93,378	-
5871 District Oversight Fees	60,970	65,111	73,177	75,671	51,188	52,296	27,860	28,443	79,048	80,739	65,963	65,554	54,877	65,138	-	-	334,036	352,214
5872 Special Education Fees (SELPA)	91,946	107,190	111,816	126,630	76,593	85,570	43,399	48,508	119,993	134,078	101,127	110,097	71,234	92,292	-	-	496,116	570,287
5881 Intra-Agency Fees	974,924	1,000,487	1,091,357	1,084,605	774,703	766,046	429,998	421,412	1,204,701	1,187,458	981,354	931,968	843,587	927,906	-	-	5,095,924	5,132,424
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	11,787	11,737	14,482	14,482	11,025	11,025	5,422	5,422	16,447	16,447	11,590	11,590	12,945	13,305	-	-	67,252	67,562
5911 Office Phone	20,616	20,616	9,492	9,492	13,764	13,764	8,520	7,966	22,284	21,730	9,528	9,528	20,100	16,716	-	-	82,020	78,082
5913 Mobile Phone	1,200	792	2,400	1,512	4,020	4,020	1,512	1,512	5,532	5,532	3,600	3,600	960	840	-	-	13,692	12,276
5921 Internet	16,800	16,800	18,470	18,470	18,470	18,470	18,470	18,470	36,940	36,940	18,470	18,470	20,926	20,926	-	-	111,605	111,605
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	1,216	800	3,577	1,250	3,500	3,500	1,209	500	4,709	4,000	2,000	2,000	5,000	5,000	-	-	16,501	13,050
5999 Other Communications	67,983	-	80,795	-	60,764	-	33,461	-	94,225	-	79,691	-	57,689	-	-	-	380,382	-
Total 5000 - Operating Services	2,964,706	2,918,243	2,940,927	2,546,685	2,033,716	1,884,097	1,201,162	1,095,033	3,234,878	2,979,131	2,296,201	2,051,629	2,572,461	2,448,083	-	-	14,009,173	12,943,770
6000 - Capital Outlay																		
6901 Depreciation Expense	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
7000 - Other Outgo																		
7438 Interest Expense	-	-	218,244	210,583	-	-	-	-	-	-	-	-	-	-	-	-	218,244	210,583
Total 7000 - Other Outgo	-	-	218,244	210,583	-	-	-	-	-	-	-	-	-	-	-	-	218,244	210,583
TOTAL EXPENSE	8,009,227	8,909,089	9,027,983	9,964,346	6,060,928	6,841,322	3,258,381	3,775,402	9,319,309	10,616,723	7,490,062	8,462,627	6,808,622	8,031,324	-	-	40,655,204	45,984,109
NET INCOME	847,576	216,150	948,316	71,213	1,025,444	214,126	603,419	46,977	1,628,863	261,103	1,288,674	78,969	737,819	257,180	-	-	5,451,247	884,615

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
Beginning Cash Balance	2,447,139	2,227,459	1,117,681	971,644	1,370,760	1,227,768	1,547,603	1,802,564	2,918,363	3,030,333	1,291,459	1,172,258	1,190,599	668,193	442,732	21,442	9,407,973	8,091,327
Cash Flow from Operating Activities																		
Net Income	847,576	216,150	948,316	71,213	1,025,444	214,126	603,419	46,977	1,628,863	261,103	1,288,674	78,969	737,819	257,180	-	-	5,451,247	884,615
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	979,888	1,979,895	1,027,255	2,106,104	631,844	1,578,042	478,632	796,606	1,110,475	2,374,648	933,762	1,894,225	507,473	1,839,838	-	-	4,558,853	10,194,709
Current Year Accounts Receivable	(1,979,895)	(2,475,412)	(2,106,104)	(2,327,299)	(1,578,042)	(1,669,828)	(796,606)	(992,812)	(2,374,648)	(2,662,640)	(1,894,225)	(1,941,711)	(1,839,838)	(2,688,370)	-	-	(10,194,709)	(12,095,433)
Change in Due from	(876)	-	(27,740)	-	(793)	-	(2,155)	-	(2,947)	-	-	-	-	-	115	-	(31,449)	-
Change in Accounts Payable	224,729	(18,904)	339,609	(21,873)	92,700	(16,743)	100,044	(7,439)	192,744	(24,182)	(6,292)	(18,908)	125,085	(15,499)	(2,134)	(2,027)	873,741	(101,393)
Change in Due to	(232,119)	(818)	(308,629)	(1,141)	(204,353)	(742)	(102,699)	(486)	(307,052)	(1,227)	(266,344)	(1,036)	(9,299)	(730)	(405,210)	-	(1,528,653)	(4,952)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(25,706)	-	(25,038)	-	(42,389)	-	(7,199)	-	(49,588)	-	(20,947)	-	(34,486)	-	13,251	-	(142,514)	-
Change in Prepaid Expenditures	(5,489)	(102,801)	(3,574)	(45,354)	(3,469)	(54,060)	(2,714)	(45,084)	(6,183)	(99,143)	(4,042)	(26,782)	(4,724)	(99,018)	(27,312)	(15,000)	(51,324)	(388,098)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(6,000)	-	(13,000)	-	-	-	-	-	-	-	-	-	-	-	-	-	(19,000)	-
Depreciation Expense	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
Cash Flow from Investing Activities																		
Capital Expenditures	(151,065)	(1,540)	(206,753)	(11,000)	(135,898)	-	(83,633)	(1,500)	(219,530)	(1,500)	(235,187)	-	(114,193)	-	-	-	(926,729)	(14,040)
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(381,148)	(388,810)	-	-	-	-	-	-	-	-	-	-	-	-	(381,148)	(388,810)
Ending Cash Balance	2,227,459	1,957,749	971,644	966,681	1,227,768	1,347,062	1,802,564	1,668,793	3,030,333	3,015,855	1,172,258	1,245,219	668,193	68,733	21,442	4,415	8,091,327	7,258,652

Cover Sheet

2021-22 Education Protection Account Spending Plan

Section: IV. Finance
Item: B. 2021-22 Education Protection Account Spending Plan
Purpose: Vote
Submitted by:
Related Material:
Camino Nuevo Charter Academy - FY21-22 EPA Spending Plan.pdf



Camino Nuevo Charter Academy FY 2021-22 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY13/14, EPA funds are estimated to be roughly equal to 36% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Camino Nuevo Charter Academy #1, this equates to \$1,059,320.

For Camino Nuevo Charter Academy #2, this equates to \$1,255,284.

For Camino Nuevo Charter Academy #3, this equates to \$1,319,289.

For Camino Nuevo Charter Academy #4, this equates to \$1,089,425.

For schools that opened in FY13/14 or later, EPA is apportioned at \$200/ADA.

For Camino Nuevo High School #2, this equates to \$96,520.

Funds will be used to support teacher salaries and benefits.

Cover Sheet

MIR Settlement Agreement with LAUSD

Section: V. Miramar Update
Item: A. MIR Settlement Agreement with LAUSD
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo_Settlement Agmt_LAUSD_6-28-21 (2).pdf

SETTLEMENT AGREEMENT AND RELEASE

This **SETTLEMENT AGREEMENT AND RELEASE** (“**Agreement**”) is entered into by and between **CAMINO NUEVO CHARTER ACADEMY** (“**CNCA**”), a California public benefit corporation, operating that public charter school known as Camino Nuevo High School (Miramar) (“**Charter School**”), and the **LOS ANGELES UNIFIED SCHOOL DISTRICT** (“**LAUSD**”), a school district duly organized and existing under laws of the State of California. This Agreement is effective on the last date signed by CNCA and LAUSD (“**Effective Date**”). CNCA and LAUSD are sometimes referred to herein collectively as the “**Parties**” or individually as a “**Party**.”

RECITALS

A. LAUSD acquired the real property located at 1215 Miramar, Los Angeles, CA (previously identified as 1217 Miramar but corrected to USPS address of 1215 Miramar “**Miramar**”) with the intention to construct a school facility to relieve overcrowding and assist in LAUSD’s objective to have its schools on a two-semester education format.

B. LAUSD obtained Division of the State Architect (“**DSA**”) approval on the design for a 19-classroom high school on the 1.28-acre site. DSA approval included a condition that physical education at Miramar would be based on use of certain physical education facilities of the neighboring school facility currently known as Miguel Contreras Learning Complex (“**Contreras**”). However, due to changes in student demographics and increased costs, LAUSD later determined that it did not need to construct a new school facility at Miramar.

C. On March 13, 2012, LAUSD’s Board of Education (“**Board**”) authorized, pursuant to a public Request for Proposals (“**RFP**”) process, the execution of a long-term lease and other instruments with CNCA, to finance the construction of what was then known as the Central Los Angeles High School No. 12 project, and the subsequent operation and occupancy of the Miramar site. CNCA agreed to provide partial financing for construction of the new school through from the State of California Charter School Facilities Program (“**CSFP**”). CNCA contributed \$21,875,667 in CSFP funds, which included a loan from the State to CNCA as CNCA’s local matching share in the amount of \$10,000,000. LAUSD funded the balance of the project budget with bond program funding earmarked for charter school facilities.

D. LAUSD completed construction of the Miramar school facility in 2013. CNCA began operating its Charter School at Miramar on July 1, 2013, under a Lease and Joint Use Agreement dated April 27, 2012, for a term of forty (40) years, as amended by the First Amendment dated December 14, 2012, the Second Amendment dated April 15, 2014, and Third Amendment dated August 8, 2014 (collectively referred to as the “**Lease**”).

E. Pursuant to the Lease, LAUSD was obligated to provide operations and maintenance services to the Miramar facility for the first three (3) years of the Term and CNCA was obligated to pay LAUSD for such operations and maintenance services. After the first three (3) years of the Term, CNCA could elect to opt out of LAUSD operations and maintenance services.

F. CNCA sent an e-mail on June 9, 2015, informing LAUSD that it was terminating LAUSD custodial services effective June 30, 2016, which CNCA contends terminated all operations and maintenance services.

G. LAUSD terminated custodial services to the Miramar facility because the CNCA message was specific to custodial services. LAUSD continued to provide other operations and maintenance services to the Miramar facility. CNCA also placed service calls to the LAUSD service desk requesting maintenance services.

H. There is now a dispute between the parties as to whether CNCA terminated all LAUSD operations and maintenance services, as contended by CNCA, or whether CNCA terminated only LAUSD's custodial services, and the charges arising from those services, as contended by LAUSD, (the "**Disputed Matter**").

I. On November 14, 2018, LAUSD delivered to CNCA invoices for the pro rata share payments owed for 2016-2017, 2017-2018 and 2018-2019. CNCA claimed the invoices were incorrect and LAUSD provided a new invoice on April 5, 2019, removing the custodial line item from the Facilities cost work sheet for those years.

J. LAUSD delivered to CNCA a letter dated August 18, 2020, requesting payment of \$1,177,434.06 for LAUSD operations and maintenance services for 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021 to the Miramar facility ("**Disputed Amount**") to resolve the Disputed Matter. On or about October 7, 2021, CNCA submitted a payment to LAUSD in the amount of \$211,293 leaving a difference of \$966,141.06 between the CNCA payment and the Disputed Amount.

K. CNCA disagrees with the Disputed Amount. CNCA claims LAUSD should have known that CNCA intended to terminate all LAUSD operation and maintenance services at the Miramar facility. LAUSD claims that if CNCA intended to terminate all services then CNCA had several opportunities over the years to question LAUSD's continued presence at the Miramar facility and continued provision of services.

L. The parties met on November 2, 2020, and December 2, 2020, to discuss the Disputed Amount. At the meeting on December 2, 2021, CNCA informed LAUSD that it had not met its enrollment projection for any year at Miramar and over the years CNCA borrowed approximately \$600,000 to meet funding deficiencies for the Charter School. CNCA further informed LAUSD that its Board would meet on December 8, 2021, to decide whether to close the Charter School.

M. On December 8, 2020, CNCA's board decided to close the school at Miramar as of June 30, 2021, due to low enrollment and the corresponding impact on its ability to meet its financial obligations for the Charter School.

N. The State of California, by and through California School Finance Authority and the Office of Public School Construction (collectively referred to as the "**State**"), requested and

worked with LAUSD to conduct a Notice of Intent to locate a qualifying successor charter school to step into the shoes of CNCA at the Miramar facility.

O. On February 2, 2021, via electronic mail, CNCA delivered to LAUSD a letter dated February 1, 2021, in which CNCA offered to settle the Disputed Amount.

P. The Parties now wish to resolve and settle all of LAUSD's claims, demands, actions, causes of action, rights, and obligations against CNCA with regard to the Disputed Amount and in any way arising out of the Disputed Matter, through June 30, 2021.

NOW THEREFORE, in consideration of the foregoing Recitals, in reliance on the foregoing representations, the mutual covenants and agreements set forth herein, and for other good and valuable consideration, the receipt of which is acknowledged, the Parties agree as follows:

TERMS AND CONDITIONS

1. **Recitals.** The above Recitals are fully incorporated into the Terms and Conditions portion of this Agreement.

2. **Definitions.** As used in this Agreement, the definitions set forth below apply to the defined terms where capitalized.

A. **Claims:** The terms "**Claim**" and "**Claims**" are used in their broadest sense to include any and all claims for relief, rights, actions, suits, causes of action, damages, debts, costs, demands, losses, liens, offsets, charges, contracts, agreements, promises, changes, change requests, change order proposals, retention, withholdings, contract funds and balances, time related claims, extended overhead, credits, attorneys' fees, expenses, liabilities, and obligations of whatever nature, whether legal or equitable, known or unknown, past, present, or future, fixed or contingent, choate or inchoate, whether or not asserted and whether asserted affirmatively or defensively, that relate to, or arise out of the Disputed Matter or the Disputed Amount arising out of the Lease or the work performed in connection with the Lease.

B. **CNCA Parties:** The term "**CNCA Parties**" includes (i) CNCA; (ii) the Charter School (iii) any all present and past officers, directors, shareholders, agents, representatives, predecessors, successors, assigns, affiliated entities, sureties, bonding companies, insurance companies, principals, employees, and attorneys of CNCA; and (iv) each of them, in any and all capacities.

C. **LAUSD Parties:** The term "**LAUSD Parties**," includes (i) LAUSD; (ii) any and all present and past LAUSD officers, Board members, directors, executors, agents, employees, representatives, predecessors, successors, assigns, affiliates, attorneys, guarantors, and indemnitors; and (iii) each of them, in any and all capacities.

3. **Settlement Payment.** For and in consideration of the promises, agreements, and other considerations set forth herein, CNCA agrees to pay to LAUSD the amount of **two hundred**

sixteen thousand one hundred forty-one U.S. Dollars and no/100 cents (\$216,141.00) within ten (10) days after the Effective Date of this Agreement (“**Settlement Payment**”) as full and final payment of the Disputed Amount and to fully resolve the Disputed Matter. LAUSD is willing to accept the Settlement Payment as full and final payment of the Disputed Amount to fully resolve the Disputed Matter because of CNCA’s representations herein and all of the following conditions:

A. CNCA hereby relinquishes all right, title, and interest in the Lease and use of Miramar. CNCA shall execute any reasonable instrument requested by LAUSD to effectuate the full and final closure of the Charter School, terminate the Lease and wind-up of its occupancy at Miramar, and effectuate the objectives of this Settlement Agreement.

B. CNCA agrees that it voluntarily terminated its charter pursuant to Element 15 of the charter petition, effective June 30, 2021. CNCA also agrees that for a period of five (5) years after the Effective Date of this Agreement, CNCA shall not submit a Proposition 39 facilities request for any new charter school that it may form by itself or in conjunction with another person or entity. For an avoidance doubt, CNCA Castellanos (now at 1723 W, Cordova St., Los Angeles) and CNCA Cisneros (at 1018 Mohawk St., Los Angeles) are not new schools, and are excluded from the prohibition in this paragraph.

4. Full and Final Release. In consideration of the promises, agreements, and other consideration set forth in this Agreement which the Parties each represent, and warrant are good and sufficient consideration, the Parties, individually and on behalf of CNCA Parties and LAUSD Parties, hereby generally releases and forever discharges the other, individually, and collectively, from any and all Claims that relate to, or arise out of, the Disputed Matter and the Disputed Amount. The Parties intend the foregoing release to extend to all Claims the Parties have or may have, whether known or unknown, against the other arising out of the operations and maintenance services for the Miramar facility, and shall be binding notwithstanding the discovery of (i) facts not presently known by the Parties or (ii) Claims of which the Parties are not presently aware.

5. Civil Code Section 1542. The Parties hereby acknowledge that they are familiar with and fully understand section 1542 of the California Civil Code, which provides as follows:

“A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.”

The Parties waive and relinquish any and all rights and benefits each may have under, and which may be conferred on it by, the provisions of section 1542 of the Civil Code regarding any and all Claims to the fullest extent it may lawfully waive such rights or benefits. In connection with such waiver and relinquishment, the Parties, individually and on behalf of CNCA Parties and LAUSD Parties, hereby acknowledge they may hereafter discover Claims or facts in addition to, or different from, those they now know or believe to exist with respect to any and all Claims, but the Parties intend to and do fully, finally, and forever settle and release all of the disputes and differences against the other, whether known or unknown, suspected or unsuspected, matured or contingent which concern, arise out of, or are in any way connected with the Outstanding Amount.

6. Authority to Enter into Agreement: Each Party represents and warrants that it is the sole owner of all rights, title, and interests in and to the Claims settled under this Agreement and it has not assigned, transferred, or purported to assign or transfer, to any person any matters, or portions thereof, settled and released under this Agreement.

7. Advice of Counsel: The Parties acknowledge that they have read this Agreement in its entirety, that they have had an opportunity to be advised by counsel of their choice, and that they have full, complete, and total comprehension of the provisions hereto and are in full agreement with each and every one of its terms, conditions, and provisions.

8. Disputed Claims: The settlement, releases, and other matters set forth herein are a compromise and settlement of disputed and contested Claims between the Parties, and nothing contained herein shall be construed as an admission by any Party of any obligation or liability of any kind to any other Party.

9. Entire Agreement: This Agreement contains and embodies the entire agreement of the Parties with regard to the obligations under this Agreement, and the matters released in this Agreement, and no representations, inducements, or other agreements, oral or otherwise, not embodied herein, exist nor shall they be of any force or effect. This Agreement supersedes all prior agreements between the Parties and controls all rights and obligations between the Parties. This Agreement can only be modified or amended by a subsequent written agreement signed by the Parties.

10. Benefit of Binding Agreement on Others: This Agreement is binding on and shall inure to the benefit of the Parties, their respective agents, employees, boards, representatives, shareholders, officers, directors, partners, divisions, corporations, subsidiaries, parents, affiliates, assigns, heirs, predecessors and successors, past, present, and future.

11. Interpretation of Jointly Drafted Agreement: The language of this Agreement is the result of negotiations between the Parties. Therefore, the presumption that language shall be construed against the drafter shall not apply to this Agreement.

12. Acts to Effectuate Purposes of Agreement: The Parties agree to execute all such other documents and perform such other acts necessary to give effect to the intent and purposes of this Agreement.

13. Governing Law Consent to Jurisdiction: The Agreement (and any disputes arising under this Agreement) shall be governed by, construed, and enforced in accordance with the laws of the State of California without giving effect to the provisions, policies, or principles relating to choice of law or conflict of laws. Each of the Parties consents to personal jurisdiction in the Superior Court of the County of Los Angeles, California, with respect to any dispute relating to, or arising out of, this Agreement, and this shall be the exclusive forum for disputes. The Parties waive any right to remove any such dispute to federal court.

14. Execution in Counterparts: This Agreement may be signed in counterparts. Facsimile and PDF signatures shall constitute original signatures.

15. Costs and Expenses: Each Party hereto shall bear its own costs, expenses, and fees, of all kinds including without limitation, attorneys' fees, witness fees, consultant fees, expert fees, and costs incurred related to (a) the Lease, (b) Projects, (c) the negotiation and execution of this Agreement, and (d) any dispute(s) arising under this Agreement.

16. No Third-Party Beneficiary. This Agreement is solely for the benefit of the Parties hereto. The Parties do not intend by any provision of this Agreement to create any rights in or increase the rights of any third-party beneficiaries, nor to confer any benefit or enforceable rights under this Agreement or otherwise upon anyone who is not a Party to this Agreement or who is not a successor to the rights or obligations of a Party.

17. Savings Clause: Should any one part of this Agreement be determined to be illegal or unenforceable, such clause shall be severable from the rest of this Agreement. The remainder of the Agreement shall be given full force and effect insofar as is practicable.

18. Approval of LAUSD's General Counsel: The Parties acknowledge and agree that an express condition precedent to the validity and enforceability of this Agreement is the approval by LAUSD's General Counsel, or designee, which shall be indicated by the signature below.

19. Authority to Execute Agreement: Each signatory hereto represents and warrants that he or she is authorized to sign this Agreement, bind the Party on whose behalf this Agreement is signed, and all acts necessary to confer such authority have been duly, properly, and legally taken.

[Signatures on the following page]

IN WITNESS WHEREOF, the Parties have caused their authorized representatives to execute this Agreement.

DATED: _____, 2021

LOS ANGELES UNIFIED SCHOOL DISTRICT,
a school district duly organized and existing under laws of
the State of California

By: _____

Name: _____

Its: _____

DATED: _____, 2021

CAMINO NUEVO CHARTER ACADEMY,
a California public benefit corporation

By: _____

Name: _____

Its: _____

By: _____

Name: _____

Its: _____

Cover Sheet

Resolutions of the Board of Directors Regarding Miramar Settlement, Miramar and Dalzell-Lance

Section: V. Miramar Update
Item: B. Resolutions of the Board of Directors Regarding Miramar Settlement, Miramar and Dalzell-Lance
Purpose: Vote
Submitted by:
Related Material: 210629 CNCA re Miramar and DL final.pdf

**CAMINO NUEVO CHARTER ACADEMY
RESOLUTIONS OF THE BOARD OF DIRECTORS
(Miramar and Dalzell-Lance)**

WHEREAS, Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (the “Corporation”) and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”) were organized for charitable purposes;

WHEREAS the Corporation has operated a charter school known as “Camino Nuevo High School—Miramar” (“CNHS”) at 1215 Miramar St., Los Angeles (the “Leased Property”);

WHEREAS, CNHS sustained operating losses for many years at the Leased Property, and Corporation previously determined to close CNHS as of June 30, 2021;

WHEREAS, the Corporation occupied the Leased Property pursuant to a lease with the Los Angeles Unified School District (“LAUSD”), with support from the State of California’s Charter School Facilities Program (“CSFG”);

WHEREAS, the Corporation has been informed that it will be released from its CSFG obligations if it remains current in its CSFG financial obligations through the date on which CNHS is closed, and if it vacates the Leased Property at that time;

WHEREAS, certain disputes have arisen between the Corporation and LAUSD pertaining to services provided to the Leased Property (the “O&M Dispute”);

WHEREAS, to resolve the O&M Dispute, the Corporation and LAUSD have negotiated a Settlement Agreement and Release, in the form attached hereto as Attachment 1 (the “Settlement Agreement”);

WHEREAS, to fund continued operations at CNHS, PN-EDG has previously lent \$375,000 to the Corporation for the benefit of CNHS (the “PN-EDG Loan”), which remains outstanding as of the date hereof;

WHEREAS, the Corporation continues to operate one additional high school known as Dalzell Lance (“DLHS”), which serves the community that CNHS also served; and

WHEREAS, the Corporation anticipates that CNHS will continue to receive revenues from its operations for some time after CNHS is closed, and that after payment of all costs and liabilities related to CNHS, including sums due to LAUSD, there may be remaining funds that belong to the Corporation, considered assets of CNHS (the “Surplus Funds”).

NOW, THEREFORE, the Board of Directors of the Corporation adopts the following resolutions:

WINDING UP CNHS

RESOLVED, the Corporation shall wind up all affairs of CNHS, pay creditors of CNHS the sums due to such creditors, and vacate the Leased Premises as required to resolve affairs with the State of California, CSFG;

RESOLVED, the Corporation shall also enter into the Settlement Agreement, and pay sums due to LAUSD pursuant thereto; and

RESOLVED, the Corporation shall repay the PN-EDG Loan to PN-EDG, after other creditors have been paid but prior to the distribution of Surplus Funds as described below.

SURPLUS FUNDS

RESOLVED, after the foregoing liabilities (collectively the “CNHS Liabilities”) have been resolved, if and to the extent that CNHS has Surplus Funds, such Surplus Funds shall be transferred to DLHS;

RESOLVED, revenues received by CNHS after closure may be treated as Surplus Funds and transferred to DLHS upon receipt, once the CNHS Liabilities have been resolved.

AUTHORIZING RESOLUTIONS

RESOLVED, that Adriana Abich, Chief Executive Officer, be and is hereby authorized and directed, for and in the name of the Corporation, to execute and deliver the Settlement Agreement and other agreements as she may approve or deem necessary or advisable to wind up affairs at CNHS, each with such additions, deletions or changes therein as she may approve;

GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of CAMINO NUEVO CHARTER ACADEMY (the “Corporation”), a California nonprofit public benefit corporation, and that the foregoing is a true and correct copy of Resolutions duly adopted by the Corporation on June 28, 2021, in compliance with the Bylaws of the Corporation.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 29 day of June 2021.

David Gidlow

David Gidlow
Secretary

Attachment 1
Form of Settlement Agreement