# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
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## Plan Summary 2021-2022

### 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 of 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 or 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 that 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.
	1. 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
	1. 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.
	1. 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 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](#_Goal)

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 Directorsand 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.

Principal to add feedback

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

Principal to add

## Goals and Actions

### [Goal](#_Goal_2) 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% |
| 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% |

### Actions

| Action # | Title  | Description | Total Funds  | Contributing |
| --- | --- | --- | --- | --- |
| 1 | Provide necessary standards-aligned curriculum | 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/modulesUtilize 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.Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.Review/Revise pacing plans within PD and weekly/biweekly coaching | 1. Teacher stipends
2. Buyback days1175 - $21,460

3000 - $5,365  | [Y/N] |
| 2 | Support parents in helping their students increase SBAC proficiency in ELA and Math | The Assistant Principals and FSC will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for ELs. 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. | AP Salary and benefits 1300 - $480,7703000 - $120,193 |  |
| 3 | Provide elective courses | The Assistant Principals and FSC will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for Els.The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom. 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 | 1. Intervention teachers salary and benefits (2 CAS, 1 EIS)
2. APs Salary and benefits

1300 - $480,770 (repeated)3000 - $120,193 (repeated) |  |
| 5 | Use federal funding to supplement our curriculum  | Title IProvide 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.Title IIStaff 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.Cas Eis partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices. 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.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)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 classroomTrain and develop all teachers around an aligned vision for active engagement in the classroomTitle IIIProvide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standardsProvide 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. Title IVPurchase science curriculum and materials. Stemscopes curriculum across grade levels. | Federal Funding sources: Title ITitle IITitle IIITitle IV**TI** - % teacher time for ELA1110 - $206,9093000 - $51,727Teacher Assistants2111 - $62,4083000 - $15,602**TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - $8,0005852 - $33,938**TIII** – Intervention positions2131 - $64,7503000 - $16,188**TIV** – Science materials 4111 - $26,678 | [Y/N] |

### Goal Analysis [LCAP Year]

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

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

This 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](#_Goal_2) 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 |
| --- | --- | --- | --- | --- | --- |
| % 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% |
| # of students with standards-aligned materials | (2019-2020) 100% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 100% |

### Actions

| Action # | Title  | Description | Total Funds  | Contributing |
| --- | --- | --- | --- | --- |
| 1 | Ensure adequate school facility operations  | Ensure the school’s classrooms and offices have adequate supplies and equipmentPurchase Video Surveillance SystemAllocate 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. Contract external custodial “night crew” in addition to our staff custodians to ensure a clean and healthy facility. [CAMPUS] is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.  | Capital ImprovementsVendor Repairs5631 - $69,000HVAC Maintenance5599 - $17,532Custodial (internal/contracted)2200 - $136,2063000 - $34,0525531 - $96,000Campus Security GuardsNon-Capitalized equipment4411 - $27,44425% of rent5611 - $54,732Office supplies4351 - $31,200 | [Y/N] |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language) | Science teachers, PE Teachers,PNEDG Back office supportIntra-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.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. 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.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.BooksProvide 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)Purchase Books and materials for professional studySoftwarePurchase student data software to track both academic data as well as attendance and behaviorConsultantsHire a part time instructional coach/consultant to provide additional instructional coaching and support to Els, Foster YouthHire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.  | 1. PE, Science teacher salary and benefits listed here. 1110 - $122,1303000 - $30,533
2. PNEDG cost 5881 - $1,167,217
3. Books
4. Software
5. Consultants
6. SOM salary and benefits2400 - $128,8353000 - $32,209
 | [Y/N] |

### Goal Analysis [LCAP Year]

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

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

This 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](#_Goal_2) 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 Measure: % 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% |
| Local Measure: % 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  | Conduct attendance monitoring and data collection for individual students with less than proficient attendanceThe 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.The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committeesHost quarterly student success team meetings for students with less than proficient attendance | FSC salary and benefits 2400 - $57,8573000 - $14,464Registrars salary and benefits 2400 - $75,6903000 - $18,923Front office clerks/staff positions salary and benefits 2400 - $96,0483000 - $24,012 | [Y/N] |
| 2 | Provide student-facing supports across the school community to improve school climate | 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)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.Ensure students safety and appropriate supervision by campus aidesUse campus aides to support and reinforce school culture Partner with outside agencies to provide extracurricular opportunities | Campus aides salary and benefits 2900 - $183,868ASES5844 - $177,559Responsive Classroom5211 - $597 | [Y/N] |

### Goal Analysis [LCAP Year]

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

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

This 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 [LCAP Year]

| [Percentage to Increase or Improve Services](#Instructions_DII_PercentIncImprServices) - from Tammy | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy  |
| --- | --- |
| 34.50% | $ 2,042,792.00  |

**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.

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

## Instructions

[Plan Summary](#_Plan_Summary)

[Stakeholder Engagement](#_Stakeholder_Engagement)

[Goals and Actions](#_Goals_and_Actions)

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

*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:

* + - 1. 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.
			2. 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.
			3. 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.
			4. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
			5. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

#### *Focus Goal(s)*

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

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

#### *Broad Goal*

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

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

#### *Maintenance of Progress Goal*

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

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

#### *Measuring and Reporting Results:*

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

#### *Goal Analysis:*

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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