# 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.

CNHS 2 serves 471 students in grades 9-12. Eighty-five point ninety-nine percent (85.99%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNHS 2 was 94.90% Hispanic, 90.45% socioeconomically disadvantaged and 19.75% English language learners and 16.56% of students with disabilities.

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

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

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

### Reflections: Successes

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

At this time, CNHS #2 does not collect data from one of the verified data sources approved with the passage of AB 1505. Our interim assessment system includes:

• LevelSet (Achieve3000’s Lexile assessment)

• Math benchmarks using the Inspect Illuminate Itembank

• CAASPP Interim Assessment Blocks for ELA and Math

• CNCA High School Writing Assessments

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

Quarter One Diagnostic Results:

9th Grade

• Organization was apparent in all samples

• Students writing how they verbally communicate

10th Grade

• Reading Comprehension was strong across all data samples

• Basic writing conventions

• Selecting supporting evidence, integrating, and analyzing needs improvement

11th Grade

• Paragraph structure shows students understand how to format an essay

• Evidence was, for the most part, cited correctly

• Academic language is slightly improving

Plans for Quarter 2 Based on Quarter 1 Data

9th Grade

• Work on paragraph organization

• Work on how to identify relevant quotes

10th Grade

• Use of direct quotations needs to be strengthen

• Work on creating benchmark beforehand to better prepare students for what is to come.

12th Grade

• Work on student writing and testing stamina in a distance learning context

• Informing students on difference of expectations from 11th to 12th grade.

Across the Board Changes for Quarter 2

• Change the format and access to the assessment so the assessment captures more accurately student understanding of the prompt.

• Supporting English Language Learners to maximize engagement and complete the assessment.

• Make sure students with IEPs receive sufficient accommodations.

• Teachers need to have more input to align the assessment more with what is actually happening in the class

Changes represented in Quarter 2

• More teacher input with the benchmarks – Submitted benchmarks for feedback

• Texts based prompt for quarter 2

• Practicing with the quote identification and integration

Across the Board Changes for Quarter 3

Opportunity to really understand data and let purposeful data inspire and fuel purposeful analysis.

Completion Rates for Quarter 3 decreased for every grade level

9th – Believes late work policy contributes to students not submitting on time for data analysis

10th – Engagement has been growing steadily, but attendance is still low. Work completion leading up to the benchmark was really low

12th – Students struggling with motivation

9th Grade Benchmark Scores

All criteria average scores have increased from Quarter 1 to Quarter 3 The most growth was with Develop of Ideas and Use of Evidence. The least growth was Reading Comprehension

10th Grade Benchmark Scores

One criterion average scores have increased from Quarter 2 to Quarter 3. The clear growth was with Organization. The largest decrease was in Conventions

12th Grade Data was not entered at the time

General Reflections

9th grade student work has improved.

10th grade noted Organization improvement may have been caused by outline given to students as added support

12th grade noted students have worked to complete work at high quality but encounter several external obstacles.

### Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

A review of the 2019 California School Dashboard revealed that the school’s Math “Status” DFS was “Lower” schoolwide and for the Latino and Socioeconomically Disadvantaged subgroups.

Our Math scores on the SBAC have increased significantly since 2018 and continue to improved due a focus on the following:

* Continuous work on ensuring a written viable math curriculum for all students – Beginning last year and continuing this year, our Math teachers have been developing their own CPM focused unit plans and a modified year-long pacing plan. Every week, we have provided our teachers with department wide planning time to intellectually prepare for the upcoming weeks. Additionally, at the end of every quarter, a cross-site space has been created to analyze benchmark data and to adjust their instruction as necessary.
* A narrow math instructional focus – This is the fourth year of the implementation of our organization wide math framework. We have a clear school-wide instructional focus for math this year – provide students with standards-based instruction and include intentional student to student mathematical discourse. We have also made sure teachers have time to analyze unit and quarterly assessment data in order to analyze the results and then use them to guide instruction.
* More Instructional Support for Teachers - This year, like last year, we are deeply focused on holding ourselves accountable as a leadership team to ensuring we are consistently observing in classrooms, holding teachers accountable to our school-wide priorities, and providing teachers with bite-size actionable feedback.

– Weekly Classroom Observations by Admin - This year, our Assistant Principal of Instruction coaches 8 teachers from the math and science departments. She makes bi-weekly classroom visits in order to help each teacher continue to improve teacher practice. In addition to looking for good instructional practice, she looks for and gives feedback on the school’s instructional focus as well. This helped us plan next steps for our Instructional Focus PD and Math PLC time. Teachers are receiving feedback during their bi-weekly coaching meeting.

– Classroom Observation with Math Director Support - These occurred once a quarter last year and occurs once a month this year. The Assistant Principal of Instruction visits classrooms with the CNCA Director of Mathematics. Collaboratively we have been specifically looking for how well the instructional focus was taking hold. This also helped us plan the next steps in regard to the instructional focus and Math PLC time.

* Math Teachers Had More Time with CPM – Two years ago our math teachers struggled with understanding the new curriculum, it is pacing, as well as their mastery of the Common Core Standards. We began by creating pacing plans for all Math courses. This year, our fourth year using CPM, has been a breakthrough year. Due to distance learning, our pacing plans have been modified to focus on the highest priority targets and standards. In particular, the focus was on gaining a deeper understanding of the Common Core State Standards and implementing student to student discourse in math. This year, the math department has analyzed common benchmark data quarterly, shared best practices during cross-site PLC intellectual preparation spaces, and then used the results to guide the instruction for the subsequent quarter
* Additional supports for Mathematics:

– Ethnic Studies for all – In our Algebra 1 classes, all of the “big problems” for each chapter in CPM, have been modified to include an Ethnic Studies lens. Students are still working on the same Common Core Standards, but the context of the problems have shifted. For example, when students are learning about linear functions, instead of the chapter problem about a bicycle race, students are learning about living in Los Angeles on minimum wage through various scenarios.

– Common Benchmark Assessment System – At the end of each quarter, each course (Algebra 1, Geometry, and Algebra 2) administer a common benchmark. Our Common Benchmark Assessment system ensures equity between classes so that students are learning the same content no matter who their teacher is. Additionally, due to distance learning and our abridged pacing plans, course specific teams have met cross-site to revise each benchmark to better align to the updated pacing and instruction. Assessments have been created to mirror the standards taught within each quarter.

– Data Driven Instruction – At the end of each quarter, teachers come together to analyze the results of the common benchmark that was just administered. First, we want to “Understand” the data by breaking down what was assessed, any important context to know about the assessment, completion rates, and analyzing the 3 highest and lowest scoring items. Then we move into the “Diagnose” stage where we dig deeper into what contributed to the completion rate, where students demonstrated mastery, where they struggled, what hunches the teacher has regarding why students scored what they did, what were some of the common misconceptions, and then sort their students. Finally, we move into the “Take Action” phase, where teachers create an action plan to address the needs they identified earlier. This cycle continues after every benchmark.

– More Embedded Intellectual Preparation Time – Every Friday, teachers are provided with planning time to intellectually prepare for the weeks ahead. During these Math PLC spaces, teachers are sharing best practices, discussing common misconceptions and how to address them, co-planning with their RSP teachers, and modifying the CPM lessons to better fit the distance learning setting.

– Quarterly Cross-site Math PLC spaces – At the end of each quarter, the math departments from both high schools come together to accomplish two goals. One, to collaboratively analyze their quarterly benchmark, and two, to collaboratively intellectually prepare and outline the upcoming quarter.

– Verified Data Source – As we look ahead to next year, we have realized that we need additional data points to help us determine how much growth our students are making throughout the year and from year to year. We are currently looking into two verified data sources (i-Ready and NWEA) to continue to and maximize student growth.

* A Focus on Data Driven Instruction – This year we have focused even more on ensuring that we use data to diagnose and take action. For Math, the critical components our data driven instruction include:
	+ BOY Diagnostic (We use FIABs, IABSs, etc.) – To Surface major learnings from prior grades and provides specific information about student strengths and areas of need.
	+ CPM Unit Assessments: By implementing these assessments, teachers have been able to surface major learning taught within a unit.
	+ Quarterly Benchmarks (FIABs/IABs and Illuminate): These quarterly assessments have served as a network-wide opportunity to “check the pulse” on our standards-driven instruction and student learning.
	+ Consistent Formative and “Just in Time” Interventions (Kahoot, Peardeck, Exit Tickets, etc.) – Our math teachers use Intellectual Preparation time to understand, diagnose and take action. We will intellectually prepare within the standards and texts, analyze student work, and create targeted action plans that aim to accelerate learning.
	+ Ensuring More Time for Intellectual Preparation – This year we have focused on ensuring that our math teachers have support and time for:
		- Prioritizing the most critical grade-level content for each grade and subject
		- Studying these standards deeply
		- Identifying the prerequisite knowledge, skills, and academic vocabulary that students will need access to grade level content.

A review of the 2019 California School Dashboard revealed the following:

The schoolwide College/Career indicator (CCI) “status” (Distance from Standard, DFS) was 40.9% orange, which was lower schoolwide than the state.

Areas of Strength:

Met A-G Completion – 100% of our graduates met the minimum A-G requirement. However, our graduation rate declined from 91% to 89%. In response, the school strengthened its standards-based program to include data driven instruction, a more robust intervention program throughout the year and a more intensive summer school program.

Met via AP – close to 20% of all students met this via passing an AP test. While this number is promising, we continue to strengthen our AP program by providing annual professional development and curricular support in our “pre-AP courses”. This year, we added AP World History and AP Spanish Literature to our list of AP offerings. We currently offer: AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP World History, AP Spanish Literature, AP Spanish Language, AP US Government and AP Biology. Next year, the plan is to offer AP Computer Science as well.

In Progress:

Met via SBAC – While our both ELA(up 23.11%) and Math (12%) scores increased significantly on the SBAC in 2019, we look to continue to grow in both areas – particular in Math. We have implemented the following to support Mathematics:

Met via College Credit Course – Each year, we have 30-40 students who take college courses at CNHS #2. We offer college credit courses on campus through our partnership with Los Angeles Community College. In the past, we have offered Engineering, Counseling and other courses that met the IGETC requirement. Last summer, a cohort of our students took two college courses and over 80% of passed both. We also hired a staff member to help support students throughout and who guided the students through study sessions. During the year, we offer one college course per semester on campus. This year, the plan is to offer and art class.

Areas of Growth:

Met via IB Program – We do not currently offer an IB Program due to the size of our school.

Met via CTE Pathway– We do not currently offer any CTE courses due to size of our school and facilities constraints.

Met via State Seal of Biliteracy – We will have between 10-15 students who qualify so far this year for the State Seal of Biliteracy. This number will continue to grow in future years.

Met via Leadership/Military Science – While we do currently offer a one year Leadership class one campus, we do not currently offer two years of a Military Science due to the size of our school.

### LCAP Highlights

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

Principal to add overview here.

### ~~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: 38.18%ELA Level 4: 27.27% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ELA Level 3: 40%ELA Level 4: 35% |
| Performance on statewide CAASPP Assessments MATH (SBAC) | (2018-2019)Math Level 3: 12.73%Math Level 4: 2.73% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | Math Level 3: 30%Math Level 4:15% |
| Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA) | (2018-2019)Science Level 3: 17.14%Science Level 4: 3.81% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | Science Level 3: 30%Science Level 4: 15% |
| EL Reclassification Rate | (2018-2019)ELPAC: 31.80%EL Reclassification Rate: 17.30%(2019-2020)EL Reclassification Rate: 22% |  |  |  | ELPAC: 40%EL Reclassification: 30% |
| Pupils that pass AP exams with a score of 3 or higher | ((2019-2020)25% |  |  |  | 45% |
| Pupils prepared for college by the EAP (Gr.11 SBAC) | (2018-2019)40.9% |  |  |  | 55% |
| A-G requirements progress. This data can be repeated for priority 5 because they are the same as A-G (graduation rate). | (2019-2020)100% |  |  |  | 100% |

### Actions

| Action # | Title  | Description | Total Funds  | Contributing |
| --- | --- | --- | --- | --- |
| 1 | (Implementation of State Standards Action) Provide necessary standards-aligned curriculum | Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.Review/Revise pacing plansProvide CPM licenses and training for students and teachersProvide StemScopes materials and training for all Science teachersProvide verfied data source assessment to help determine which students need support College counselors support students in completing A-G courses prior to graduation and preparation for post-secondary plans.  | 1. Teacher stipends
2. Buyback days1175 - $16,240

3000 - $4,0601. College Counselors salary and benefits 1300 - $132,991

3000 - $33,248  | [Y/N] |
| 2 | (Parent Involvement)Support parents in helping their students increase SBAC proficiency in ELA and Math | The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for Els.  | AP Salary and benefits 1300 - $280,8403000 - $70,210 |  |
| 3 | (Pupil Achievement)Provide elective courses | The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for Els.The assistant principal will train and develop all teachers around an aligned vision for active engagement in the classroom. The school will provide a variety of election choices that include Art, Computer Science, Spanish, PE, Yearbook and Leadership to support our literacy and provide student choice.  | 1. Art, Music, teacher salary and benefits listed here. 1110 - $155,867

3000 - $38,9671. AP Salary and benefits

1300 - $280,840 (Repeated)3000 - $70,210 (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.[CAMPUS] 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 educationTrain 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 ITitle IITitle IIITitle IVFederal Funding sources: Teacher allocation for**TI** - % teacher time for ELA 1110 - $170,1933000 - $42,548**TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - $20,0005852 - %563**TIII** – Bilingual TA2111 - $24,2813000 - $6,070**TIV** – Science materials 4111 - $14,700 | [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)88% | [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 | (1. Basic)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 - $35,000HVAC Maintenance5599 - $6,984Custodial (internal/contracted)2200 - $54,2883000 - $13,572Campus Security GuardsNon-Capitalized equipment4411 - $61,89825% of rent5611 - $133,301Office supplies4351 - $18,000 | [Y/N] |
| 2 | (7. Course Access)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.Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.[CAMPUS] has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office’s Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.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 - $73,588

3000 - $18,3971. PNEDG cost 5881 - $924,524
2. Books
3. Software
4. Consultants
5. SOM salary and benefits2400 - $65,368

3000 - $16,342 | [Y/N] |
| *3* | *(8. Other pupil outcomes)* *Pupil outcomes (must address if available, outcomes for courses listed in course access above)*  | *Optional*  | *[$ 0.00]* | *[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)93.60% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | 95% |
| Chronic Absenteeism Rate | (2019-2020)21.79% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | 10% |
| Suspension Rate | (2019-2020)3.00% | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | ~~[Insert outcome here]~~ | 1% |
| Expulsion Rate | (2019-2020)0% |  |  |  | 0% |
| Local 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)60% |  |  |  | 75% |
| 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)56% |  |  |  | 70% |
| High School Dropout Rate  | (2019-2020)4.72% |  |  |  | 2% |
| High School Graduation Rate | (2019-2020)95.28% |  |  |  | 98% |

### Actions

| Action # | Title  | Description  | Total Funds  | Contributing |
| --- | --- | --- | --- | --- |
| 1 | 5.Pupil Engagement 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 2900 - $57,4623000 - $14,366Registrars salary and benefits 2400 - $40,1943000 - $10,049Front office clerks/staff positions salary and benefits 2400 - $68,3823000 - $17,096 | [Y/N] |
| 2 | 6.School Climate Provide student-facing supports across the school community to improve school climate | 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 - $43,6433000 - $10,911ASES | [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  |
| --- | --- |
| 34.21% | $1,660,288 |

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

### Required Descriptions

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

[Provide description here]

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

[Provide description here]

## 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.