

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2

CDS Code: 19-64733-0122861

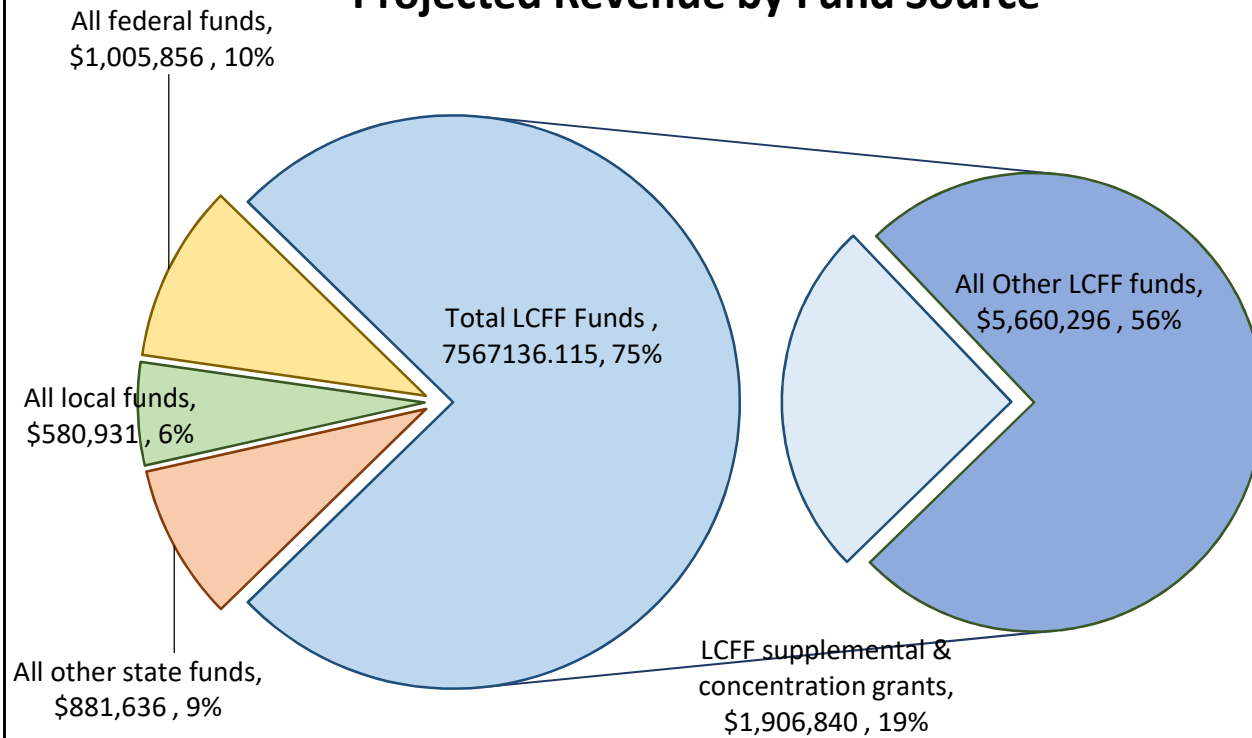
School Year: 2021 – 22

LEA contact information: Mallory Baquero, Principal

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

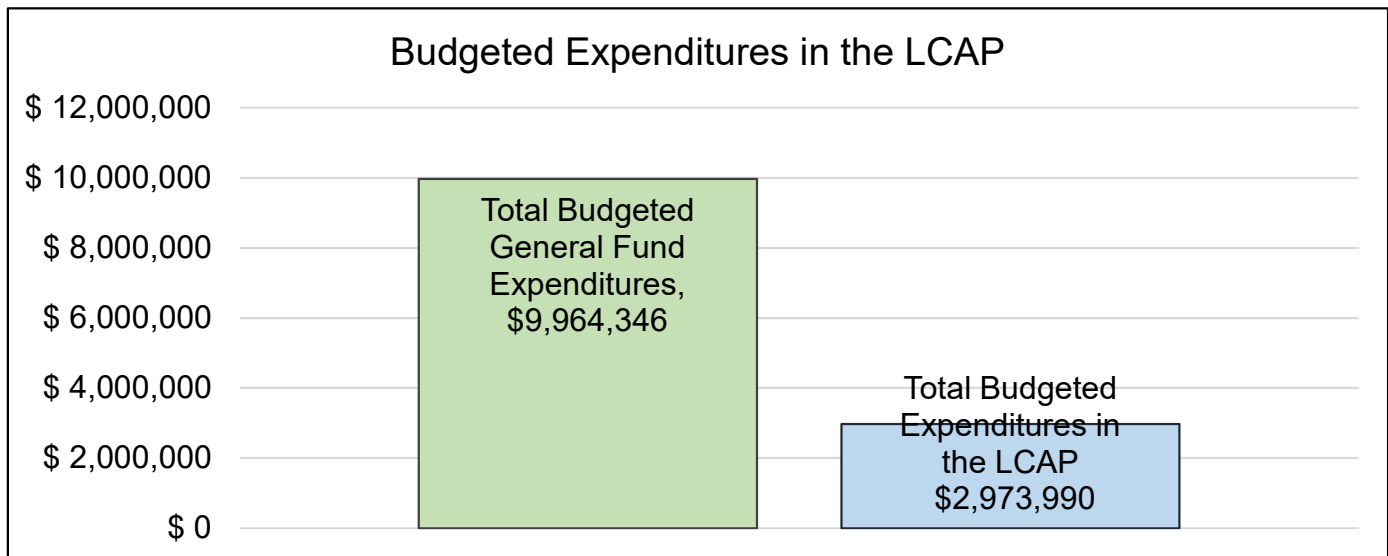


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #2 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy #2 is \$10,035,559.17, of which \$7,567,136.12 is Local Control Funding Formula (LCFF), \$881,635.84 is other state funds, \$580,931.07 is local funds, and \$1,005,856.15 is federal funds. Of the \$7,567,136.12 in LCFF Funds, \$1,906,840.42 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Camino Nuevo Charter Academy #2 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

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

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

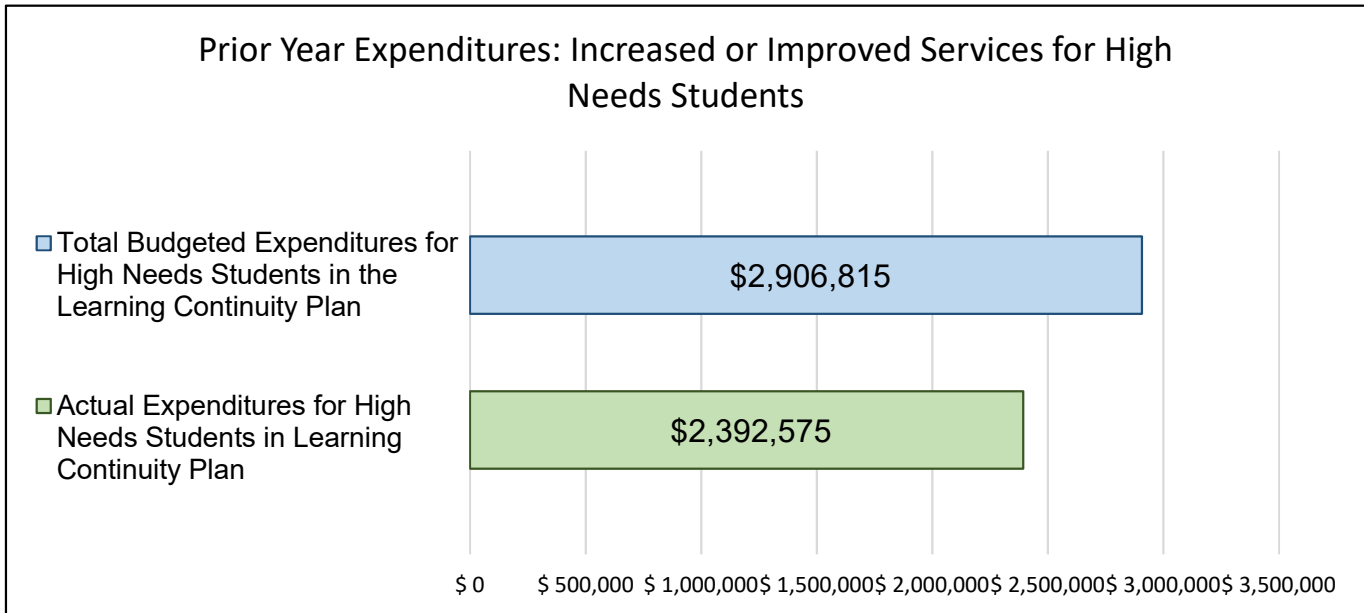
## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

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

Camino Nuevo Charter Academy #2 plans to spend \$2,973,990.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Camino Nuevo Charter Academy #2 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Charter Academy #2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

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

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	<a href="mailto:Mallory.baquero@caminonuevo.org">Mallory.baquero@caminonuevo.org</a> (213) 736-5542

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

#### Goal 1

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

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

#### Goal 1

Effectively Support English Learners to make language and achievement progress.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

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

Actions / Services

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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support middle school ELD teachers.	ELD Teacher- Benefits	
Support students in demonstra ng	\$55,857	
proficiency on the ELPAC to facilitate	LCFF	
reclassifica on.	1000-1999 Certificated	
ELPAC prepara on materials	Salaries; Science	
Professional Development	Teacher	
Trackers for assessment data and	\$13,965	
monitoring unit scores	LCFF	
Provide targeted interven on for stagnant	3000-3999 Employee	
English Learners and recent newcomers.	Benefits; Science	
Instruc onal aids	Teacher - Benefits	
Interven on Teachers	\$0	
Online program to support instruc on	LCFF	
Add Director of Language position at	2000-2999 Classified	
HSO to support language	Salaries	
development.	\$0	
For Actions/Services included as	LCFF	
contributing to meeting Increased or	3000-3999 Employee	
Improved Services Requirement	Benefits	
Students to be Served: English	\$0	
Learners, Foster Youth, Low Income	LCFF	
Scope of Service: LEA-wide	1000-1999 Certificated	
Location: All Schools	Salaries	
Science Instruction	\$0	
Long Term Substitute Teacher	LCFF	
\$	3000-3999 Employee	
	Benefits	
	\$0	
	LCFF	
	1000-1999 Certificated	
	Salaries	
	\$0	
	LCFF	



	<b>3000-3999 Employee Benefits</b> <b>\$25,000</b> <b>LCFF</b> <b>5000-5999 Services and Other Operating Expenses;</b> <b>Consultants</b> <b>\$15,000</b> <b>LCFF</b> <b>5000-5999 Services and Other Operating Expenses;</b> <b>Software</b> <b>\$24,812</b> <b>Federal Revenues - Title III</b> <b>1000-1999 Certificated Salaries; Intervention Instruction</b> <b>\$8,271</b> <b>Federal Revenues - Title III</b> <b>3000-3999 Employee Benefits; Benefits - Intervention Instruction</b>	
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## Goal Analysis

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

We used funds as expected.

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

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

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

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

access

Local Priorities: [Add Local Priorities Here]

## Annual Measurable Outcomes

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

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

Actions / Services

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

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

No differences

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

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



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

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

## Goal 3

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

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

Local Priorities: [Add Local Priorities Here]

**Annual Measurable Outcomes**

Expected	Actual
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Attendance Rate 2018-19 <b>95%</b> Decrease chronic absenteeism rate2018-19 <b>6%</b> Student Suspension Rate 2018-19 <b>2.5%</b> Percent of teachers who believe PD supports their growth as a teacher 2018-19 <b>85%</b> Percent of teachers who believe they have some or more input into school decisions 2018-19 <b>75%</b> Percent of parents who self report they participate in a college readiness event or workshop 2018-19 <b>85%</b> Percent of parents who self report that the school ensures a safe climate	Attendance Rate 2019-2020: 95.6%  Decrease chronic absenteeism rate: 19-20 12.6% Student Suspension Rate 2019-20 1.2% Percent of teachers who believe PD supports their growth as a Teacher 19-20 41% Percent of teachers who believe they have some or more input into school decisions 19-20 30% Percent of parents who self report they participate in a college readiness event or workshop 2019-2020 70% Percent of parents who self report that the school ensures a safe climate
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Expected	Actual
<p>2018-19</p> <p><b>85%</b></p> <p>Percent of parents who self-report they feel welcome in the school.</p> <p>2018-19</p> <p><b>85%</b></p> <p>Percent of students who feel like they have a positive relationship with their teacher.</p> <p>2018-19</p> <p><b>Baseline +10%</b></p>	<p>2019-20</p> <p>75%</p> <p>Percent of parents who self-report they feel welcome in the school.</p> <p>19-20 80%</p> <p>Percent of students who feel like they have a positive relationship with their teacher. 80% 19-20</p>

Actions / Services

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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Professional Development		
Develop support structures for struggling and/or disengaged students	\$118,800	
Advisory curriculum	LCFF	
Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.)	5000-5999 Services and Other Operating Expenses; Mental Health Program Fee	
Counselors	\$163,800	
PD for teachers and staff on Positive Behavior Supports and Restorative Practices	After School Education & Safety	
School-wide community building activities	5000-5999 Services and Other Operating Expenses; After School Program	
Elementary and Middle School Deans of Culture	\$28,600	
Teaching assistant dedicated to support the work of the Dean of Culture	LCFF	
Technology to track and monitor data related to student engagement (e.g., Schoolzilla)	5000-5999 Services and Other Operating Expenses; Dance Instruction	\$
Mental health counselors	\$150,000	974,640.94
Contracted services for mental health providers.	LCFF	
Professional development for leaders in partnering with families, attendance improvement, and other areas to	2000-2999 Classified Salaries; Campus Aides	
	\$52,500	
	LCFF	
	3000-3999 Employee Benefits; Campus Aides - Benefits	
	\$60,000	
	LCFF	
	2000-2999 Classified Salaries; Teacher Aides	

strengthen culture	\$21,000	
Provide non-curricular incentives	LCFF	
for positive attendance, behavior,	3000-3999 Employee	
growth, and meeting eligibility	Benefits; Teacher	
requirements for eighth grade	Aides - Benefits	
culmination.	\$49,920	
Attendance incentives	LCFF	
Class trips	2000-2999 Classified	
Merit Day/Funtastic Friday	Salaries;	
activities and awards	Family & Student	
School dances	Services Coordinator	
Facility rentals (school	\$16,750	
dances, field days, culmination,	LCFF	
etc.)	3000-3999 Employee	
	Benefits;	
	Family & Student	
	Services Coordinator -	
	Benefits	
Partner with outside agencies to	\$78,241	
provide extracurricular	LCFF	
opportunities.	2000-2999 Classified	
Sports programs	Salaries; Instructional	
Arts & Music programs	Aides	
After School Program	\$27,384	
Ensure students safety and	LCFF	
appropriate supervision.	3000-3999 Employee	
Campus aides	Benefits; Instructional	
Security costs	Aides - Benefits	
SPED Teacher Assistants	\$85,000	
for students with moderate to	LCFF	
severe disabilities	1000-1999 Certificated	
Provide services to support	Salaries; Dean of	
	Culture	
	\$13,161	
	LCFF	



<p>students social and emotional development.</p> <p>Counseling and mental health resources</p> <p>School-wide assemblies</p> <p>Professional development for Advisory teachers in advisory framework</p> <p>Counseling and mental health resources</p> <p>School-wide assemblies</p> <p>Professional development</p>	<p>3000-3999 Employee Benefits; Dean of Culture - Benefits</p> <p>\$61,647</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Music Teacher #1</p> <p>\$15,412</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Music Teacher #1 - Benefits</p> <p>\$32,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Experiential Learning Trips</p> <p>\$10,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Student Materials</p> <p>\$100,000</p> <p>LCFF</p> <p>6000-6999 Capital Outlay; Computers - Students</p> <p>\$60,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Music Teacher #2</p>	
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	<b>\$15,000</b> <b>LCFF</b> <b>3000-3999 Employee</b> <b>Benefits; Music</b> <b>Teacher #2 - Benefits</b> <b>\$111,200</b> <b>LCFF</b> <b>1000-1999 Certificated</b> <b>Salaries; PE Teachers</b> <b>#1 &amp; #2</b> <b>\$27,800</b> <b>LCFF</b> <b>3000-3999 Employee</b> <b>Benefits; PE Teachers</b> <b>#1 &amp; #2 - Benefits</b>	
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## Goal Analysis

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

No major differences

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

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

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

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

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

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

## **In-Person Instructional Offerings**

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

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

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

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

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

## Analysis of In-Person Instructional Offerings

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

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

**Distance Learning Program**

**Actions Related to the Distance Learning Program**



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

Provide access to devices and connectivity.	\$62,507 Object Code 4411 LLMF GF	\$277,041.00	Y
	\$383,040 Object Code 4411, 5631, 5999 LLMF CR		
	\$37,063 Object Code 4411, 5999 ESSER		

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

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

## Analysis of the Distance Learning Program

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

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

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

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

### Staff Roles and Responsibilities

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

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

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

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

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

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

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

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

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

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

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

## Analysis of School Nutrition

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

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

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

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

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



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

## Overall Analysis

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## Instructions: Introduction

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

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

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

### Annual Update

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Goal Analysis

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

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	<a href="mailto:Mallory.Baquero@caminonuevo.org">Mallory.Baquero@caminonuevo.org</a> ; (213) 736-5542

## Plan Summary 2021-2022

### General Information

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

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

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

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

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

### Reflections: Successes

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



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

Our interim assessment system includes:

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

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

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

## Reflections: Identified Need

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

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

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

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

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

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

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

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

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

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

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

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

The team needed to determine how Restorative Justice practices would be implemented at the school in addition to providing training and support to the leadership team and teachers around working with students who have special needs and those who have experienced trauma. The CNCA 2 leadership team will participate in Restorative Justice training in order to increase leaders ability to implement non-exclusionary discipline practices at the school. The leadership team and teacher leaders will participate in Responsive Classroom training to support classroom culture and positive student/teacher relationships.

## LCAP Highlights

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

[Identify the eligible schools here]

### Support for Identified Schools

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

[Describe support for schools here]

### Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

# Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

#### A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

# Goals and Actions

## Goal 1

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Teachers and admin will receive extensive training and professional development on new ELA curriculum.</p> <p>Review/Revise pacing plans</p>	<p>1. Teacher stipends 1175 - \$38,450 3000 - \$9,613</p> <p>2. Buyback days 1175 - \$19,140 3000 - \$4,785</p>	Y



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

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

## Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

## Goal 2

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

# Actions

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

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

## Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.



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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Leverage school staff across departments to foster positive pupil engagement	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners.</p> <p>Host quarterly student success team meetings for students with less than proficient attendance</p> <p>Instructional Leaders (Principals and/or Assistant Principal) will host instructional workshops (example: What is Phonics?) for families so they aware of what's happening in the classroom and can support their students at home.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase</p>	<p>FSC salary and benefits 2900 - \$57,416 3000 - \$14,354</p> <p>Registrars salary and benefits 2400 - \$34,452 3000 - \$8,613</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$34,452 3000 - \$8,613</p>	Y
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		<p>opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and</p>		
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Action #	Title	Description	Total Funds	Contributing
		emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relation		
2	Provide student-facing supports across the school community to improve school climate	<p>Engage all stakeholders (families, students and staff) in the development of a comprehensive, schoolwide positive behavior support plan, grounded in restorative practices.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Professional development for campus aides and administrators on Restorative Practices.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits</p> <p>2900 - \$87,836</p> <p>3000 - \$21,959</p> <p>ASES</p> <p>5844 - \$177,559</p>	Y

# Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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



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

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

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

## Required Descriptions

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

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

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

### Low Income:

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

### Foster Youth:

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

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

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

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

### English Learners

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

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

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

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

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

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

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

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

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.



## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,447,722	\$ 177,559	\$ -	\$ 348,709	2,973,990	\$ 1,469,032	\$ 1,504,958

[illegible]

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 2,447,722	\$ 2,973,990
<b>LEA-wide Total:</b>	\$ 2,447,722	\$ 2,973,990
<b>Limited Total:</b>	-	-
<b>Schoolwide Total:</b>	-	-

[illegible]