

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0122564

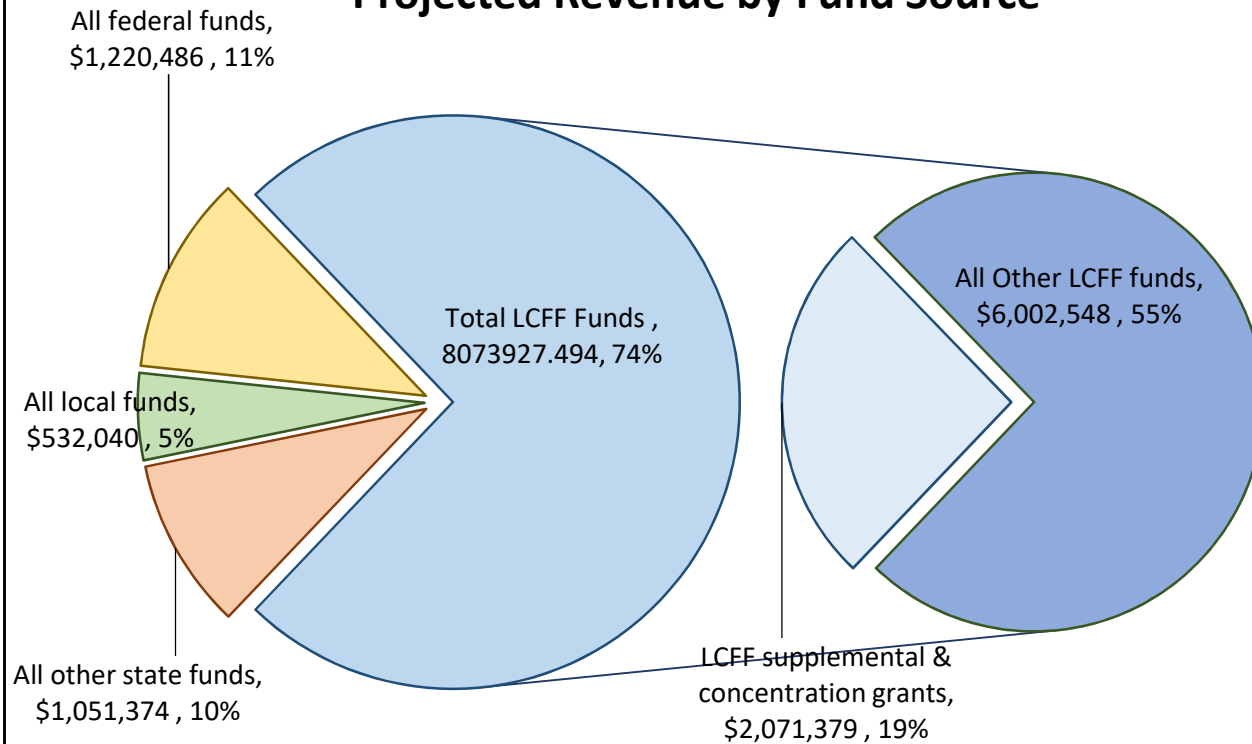
School Year: 2021 – 22

LEA contact information: Jay Laughlin, Principal

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

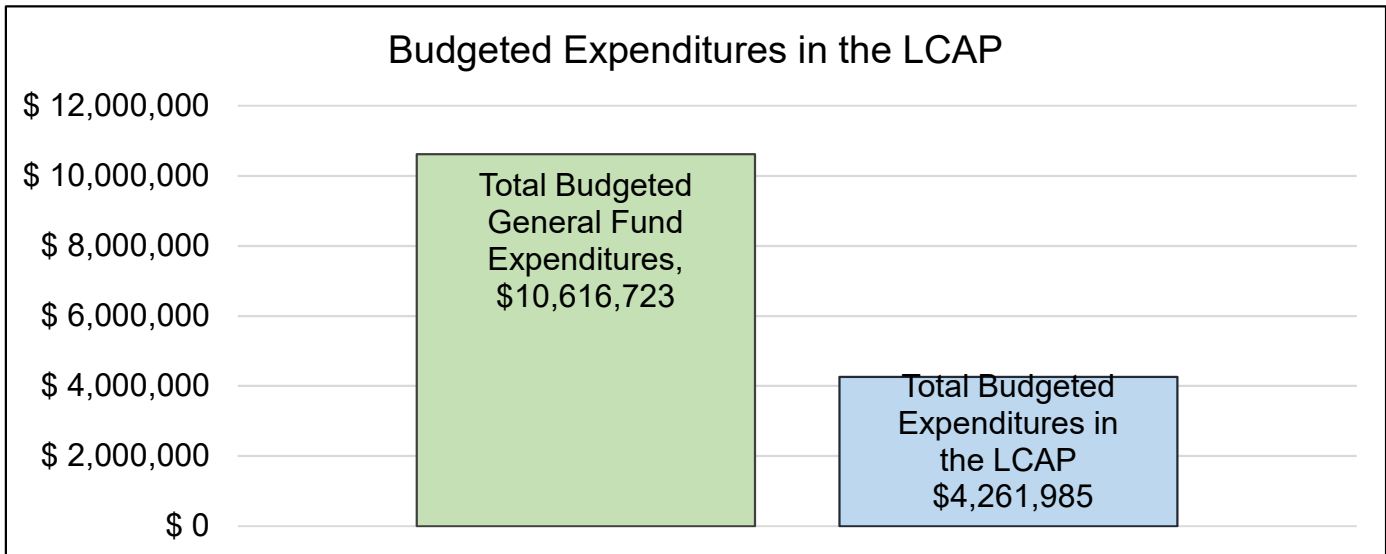


This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Elementary #3 is \$10,877,826.51, of which \$8,073,927.49 is Local Control Funding Formula (LCFF), \$1,051,373.78 is other state funds, \$532,039.66 is local funds, and \$1,220,485.57 is federal funds. Of the \$8,073,927.49 in LCFF Funds, \$2,071,379.09 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Camino Nuevo Elementary #3 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

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

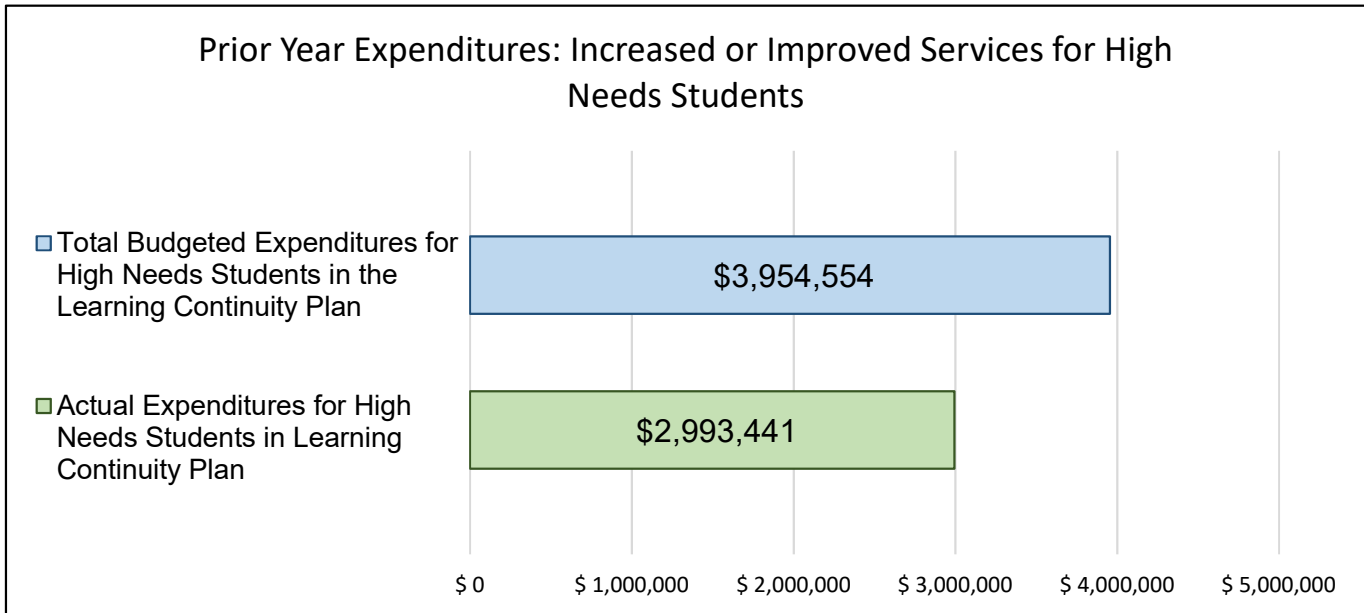
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary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

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

In 2021 – 22, Camino Nuevo Elementary #3 is projecting it will receive \$2,071,379.09 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Elementary #3 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Elementary #3 plans to spend \$4,261,985.25 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Camino Nuevo Elementary #3 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Elementary #3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Camino Nuevo Elementary #3's Learning Continuity Plan budgeted \$3,954,554.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent \$2,993,441.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$961,113.00 had the following impact on Camino Nuevo Elementary #3's ability to increase or improve services for high needs students:

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Elementary #3	John Laughlin - Principal	Jay.laughlin@caminonuevo.org (323) 730-7160

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

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

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

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

Maximize special education instruction to support students with IEPs.

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

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

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

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

[Add text here]

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities

Annual Measurable Outcomes

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

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

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

<p>Provide students with experiential learning opportunities</p> <ul style="list-style-type: none"> • Field trips and School Excursions • Guest Speakers • College Visits • Release time to create and refine structures and curricula to support integrated EXL opportunities. • Student government (national membership fees, trainings, conferences, etc.) • Project and presentation-based learning opportunities 	<p>\$25,000 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips / College Trips \$2,000 LCFF 5000-5999 Services and Other Operating Expenses; PD</p>	
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<p>Partner with outside agencies to provideextracurricular opportunities.</p> <ul style="list-style-type: none"> • Sports programs (e.g., FIYA, NormandiePark, LAPR, etc.) • Arts, Dance, and Music programs (e.g.,LOUD) • After School Program 	<p>\$5,000 LCFF 1000-1999 Certificated Salaries; Teacher Stipend - Coach \$3,500 LCFF 5000-5999 Services and Other Operating Expenses; Sports/Field Fees \$12,300 LCFF 5000-5999 Services and Other Operating Expenses; Dance Instruction \$16,647 LCFF 5000-5999 Services and Other Operating Expenses; Art Instruction \$110,089 LCFF 1000-1999 Certificated Salaries; Music & Art Teacher \$27,522 LCFF</p>	<p>\$5,000</p>
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Goal Analysis

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

[Add text here]

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

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

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

Provide access to devices and connectivity.	\$67,524 Object Code 4411 LLMF GF	\$393,391.00	Y
	\$404,990 Object Code 4411, 5631, 5999 LLMF CR		
	\$42,083 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).	\$33,481 Object Code 4311 LCFF Supplemental/Concentration	\$ 23,414.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$37,243 Object Code 5849 LLMF CR	\$ 14,366.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$35,013 Object Code 1300 LCFF Supplemental/Concentration	\$ 35,013.00	Y

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

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

Analysis of Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

Overall Analysis

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

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

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Elementary 3	Jay Laughlin, Principal	Jay.Laughlin@CaminoNuevo.org (323) 730-7160

Plan Summary 2021-2022

General Information

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

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

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

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

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

Reflections: Successes

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

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

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

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

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

Interim Assessment Findings and Response:

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

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

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

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

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

Reflections: Identified Need

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCAP Highlights

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

{Identify the eligible schools here}

Support for Identified Schools

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

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}

Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

A summary of the feedback provided by specific stakeholder groups.

Feedback from SBC 5/17/21:

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

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

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

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Dedicated PD and professional learning time on implementation of standards-based instruction leveraging existing or new curriculum. Process for backwards planning and prioritizing instruction based on standards-based expectations for students within units/modules</p> <p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Offer summer professional collaboration time with new curriculum launch for ELA</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans within PD and weekly/biweekly coaching</p>	<p>1. Teacher stipends 1175 - \$70,000 3000 - \$17,500</p> <p>2. Buyback days 1175 - \$21,460 3000 - \$5,365</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>Building capacity of families to support students with personalized online learning platforms that can equip students with pre-requisite learning needed to effectively engage in classroom instruction on grade level standards.</p>	AP Salary and benefits 1300 - \$480,770 3000 - \$120,193	Y

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

4	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Cas Eis partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction.</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$214,909 3000 - \$53,727 Teacher Assistants 2111 - \$62,408 3000 - \$15,602</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$8,000 5852 - \$33,938</p> <p><u>TIII – Director of Biliteracy and English Learners, Rosetta Stone Foundations</u> <u>5849 - \$35,138</u> <u>4311 - \$10,185</u></p> <p><u>TIV – Ethnic studies materials, PD, stipends</u> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u></p> <p><u>College Field Trip</u> <u>5812 - \$12,000</u></p> <p><u>STEMScopes online subscription</u> <u>STEM Supplies 4111 - \$9,678</u></p>	Y
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	<p>state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III 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>		
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Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

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

This is a new goal for the LCAP cycle.

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

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

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

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

Required Descriptions

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

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

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

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

Low Income:

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

Foster Youth:

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

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

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

English Learners

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,293,722	\$ 507,682	\$ -	\$ 460,582	4,261,985	\$ 2,470,693	\$ 1,791,292

[illegible]

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 3,293,722	\$ 4,261,985
LEA-wide Total:	\$ 3,293,722	\$ 4,261,985
Limited Total:	-	-
Schoolwide Total:	-	-

[illegible]