

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4

CDS Code: 19-64733-0124826

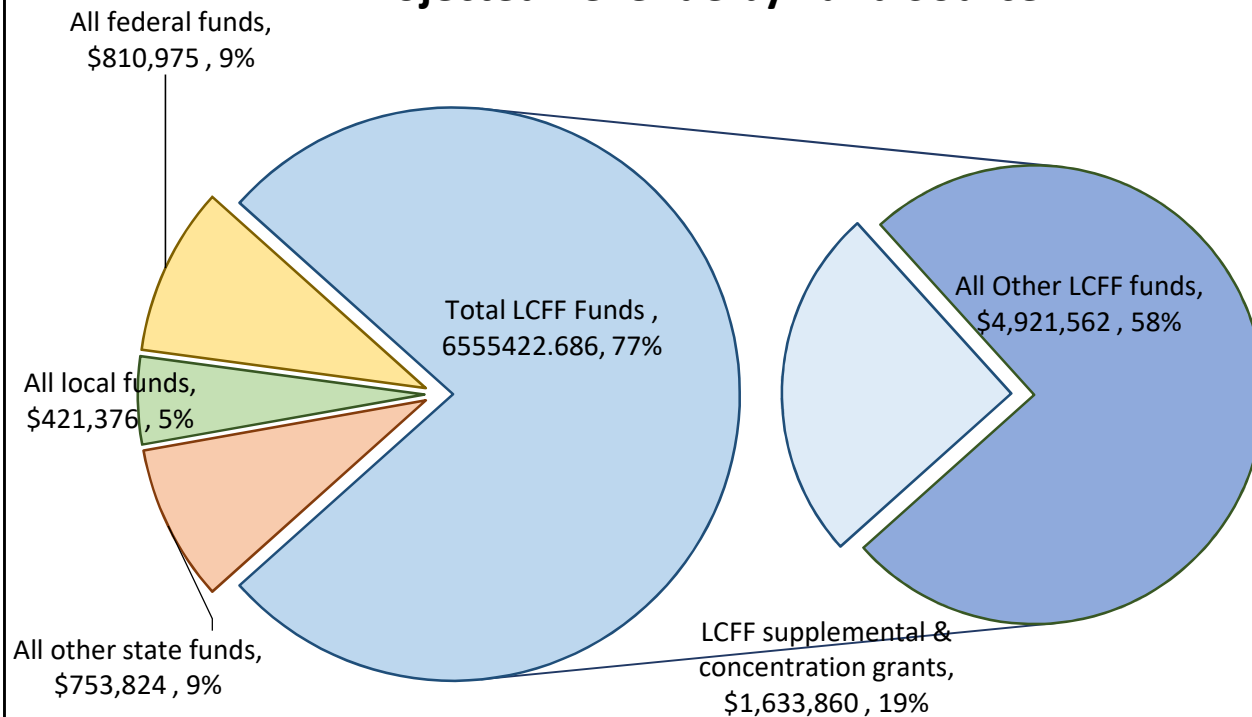
School Year: 2021 – 22

LEA contact information: Melissa Mendoza, Principal

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

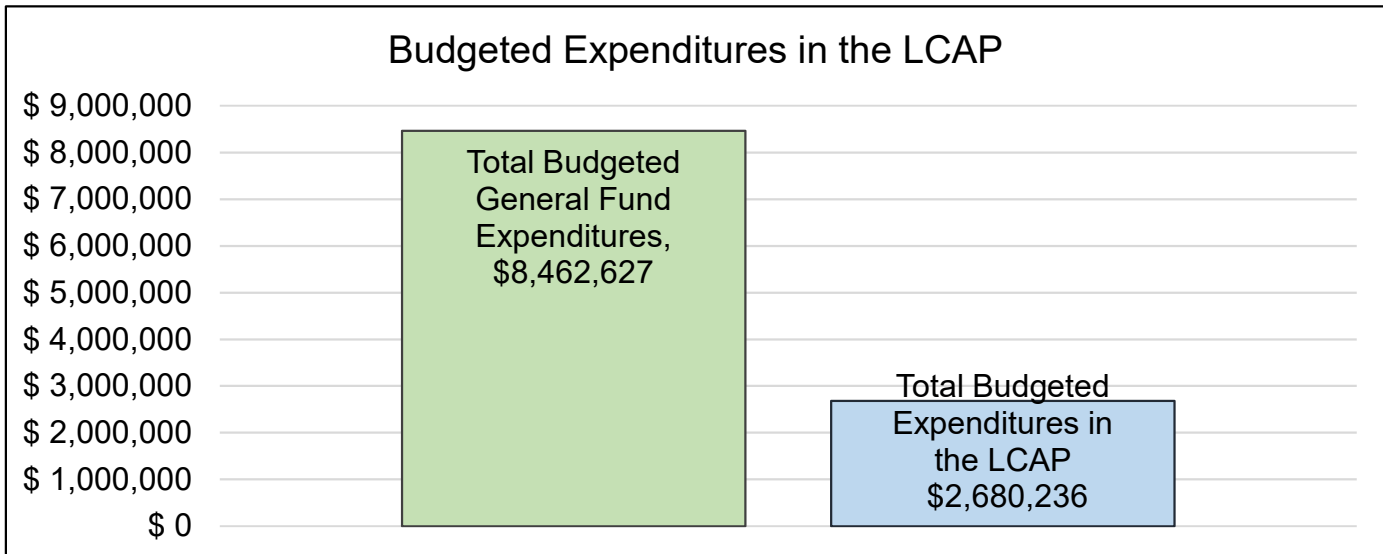


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy #4 is \$8,541,596.60, of which \$6,555,422.69 is Local Control Funding Formula (LCFF), \$753,823.57 is other state funds, \$421,375.67 is local funds, and \$810,974.67 is federal funds. Of the \$6,555,422.69 in LCFF Funds, \$1,633,860.29 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Camino Nuevo Charter Academy #4 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

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

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

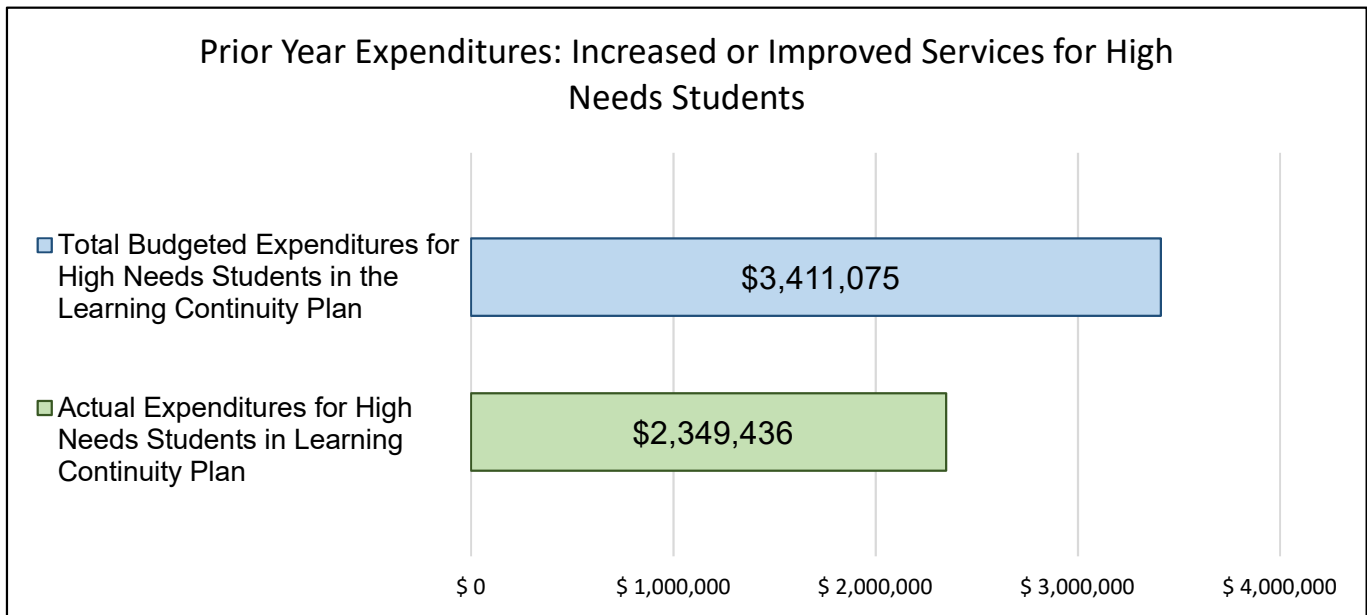
## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

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

Camino Nuevo Charter Academy #4 plans to spend \$2,680,236.12 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Camino Nuevo Charter Academy #4 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Charter Academy #4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

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

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	<a href="mailto:Melissa.mendoza@caminonuevo.org">Melissa.mendoza@caminonuevo.org</a> (213) 535-5300

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

### Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

## Annual Measurable Outcomes

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



<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p><b>Students to be Served: English Learners, Foster Youth, Low Income</b></p> <p><b>Scope of Service: LEA-wide</b></p> <p><b>Provide daily Systematic English Language Development classes for all ELL students and students who require ongoing language support</b></p> <p><b>ELD teachers</b></p> <p><b>Professional Development</b></p> <p><b>Release time for ELD assessment, analysis and response</b></p>	<p>\$0</p> <p>LCFF</p> <p>2000-2999 Classified Salaries; Instructional Aides</p> <p>\$0</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Instructional Aides</p> <p>\$68,043</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; ELD Teacher</p> <p>\$17,011</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - ELD Teacher</p> <p>\$82,956</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Assistant Principal #1</p> <p>\$21,489</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Assistant Principal</p> <p>\$7,500</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Books</p> <p>\$5,200</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Freckle</p> <p>\$15,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Instructional Materials</p>	<p>\$ 148,254.40</p>
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p><b>Students to be Served: English Learners, Foster Youth, Low Income</b></p> <p><b>Scope of Service: LEA-wide</b></p> <p><b>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</b></p> <p><b>Professional development around ELPAC and ELD instruction</b></p> <p><b>Provide targeted intervention for stagnant English Learners and recent newcomers.</b></p> <p><b>Instructional aids to support language Development</b></p> <p><b>Newcomer supports - Online tools and a newcomer ELD class</b></p>	<p><b>19,315</b></p> <p><b>Federal Revenues - Title III</b></p> <p><b>1000-1999 Certificated Salaries; Intervention Instruction</b></p> <p><b>\$6,438</b></p> <p><b>Federal Revenues - Title III</b></p> <p><b>3000-3999 Employee Benefits; Benefits - Intervention Instruction</b></p> <p><b>\$25,000</b></p> <p><b>LCFF</b></p> <p><b>1000-1999 Certificated Salaries; Teacher Stipends</b></p> <p><b>\$0</b></p> <p><b>LCFF</b></p> <p><b>5000-5999 Services and Other Operating Expenses; Release Time - PD</b></p> <p><b>\$20,000</b></p> <p><b>LCFF</b></p> <p><b>5000-5999 Services and Other Operating Expenses; Professional Development</b></p> <p><b>\$0</b></p> <p><b>LCFF</b></p> <p><b>5000-5999 Services and Other Operating Expenses;</b></p>	<p><b>\$ 51,356.00</b></p>
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	Release Time	
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p><b>Students to be Served: English Learners, Foster Youth, Low Income</b></p> <p><b>Scope of Service: LEA-wide</b> Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <p><b>Instructional aids</b></p> <p><b>Online program to support instruction</b></p> <p><b>CNCA #4has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</b></p> <p><b>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</b></p> <p><b>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)</b> School leadership, Human Resources and the Talent Department ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p>	<p><b>\$40,000</b> <b>LCFF</b> <b>2000-2999 Classified Salaries; Data Clerk</b> <b>\$10,000</b> <b>LCFF</b> <b>3000-3999 Employee Benefits; Benefits - Data Clerk</b></p>	<p><b>\$ 48,938.75</b></p>

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

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

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

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

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

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

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

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

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

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

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

## Goal 2

Increase SBAC Proficiency (Math & ELA)

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: [Add Local Priorities Here]

## Annual Measurable Outcomes

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



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

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

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

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

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

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

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

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

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

## Goal 3

School Culture and Climate

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

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

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



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

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

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

Scope of Service: LEA-wide

Location: All Schools

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

Home visits by Student and Family Services Coordinator

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

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

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

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

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

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

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

## Goal 4

Improve literacy instruction

State and/or Local Priorities addressed by this goal:

Local Priorities: [Add Local Priorities Here]

## Annual Measurable Outcomes

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





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

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

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

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

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

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

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

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

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

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

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

## **In-Person Instructional Offerings**

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

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

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

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

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

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

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

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

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

**Distance Learning Program**

**Actions Related to the Distance Learning Program**



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

Provide access to devices and connectivity.	\$37,721 Object Code 4411 LLMF GF	\$342,663.90	Y
	\$432,029 Object Code 4411, 5631, 5999 LLMF CR		
	\$34,456 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).	\$24,533 Object Code 4311 LCFF Supplemental/Concentration	\$ 5,909.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$32,328 Object Code 5849 LLMF CR	\$ 20,200.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$20,113 Object Code 1300 LCFF Supplemental/Concentration	\$ 20,113.00	Y

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

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

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

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

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

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

## Analysis of School Nutrition

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

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

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$123,475 Object Code 5849 ESSER	\$ 123,213.60	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR	\$ 80,387.83	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
		\$61,225 Object Code 2400 LCFF Supplemental/Concentration		
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$2,000 Object Code 4399, 5621 LLMF CR	\$ 8,077.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$996,108 Object Code 5881 LCFF Supplemental/Concentration	\$ 981,460.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$59,442 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 59,442.00	Y

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

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



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

## Overall Analysis

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

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

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

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



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

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

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

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

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

Our 20-21 Learning Continuity and Attendance Plan took into account the goals of our previous LCAP and we created instructional plans that upheld our school's action plan to the best of our ability. Even in a distance learning model, we continue to effectively support all students and especially English Language Learners to make adequate progress in acquiring English. Our school continues to provided daily Systematic English Language Development classes for all ELL students and students who require ongoing language support. This was done by all K-5 teachers and 6-8 ELD teachers. Professional development also continues to be provided to teachers to analyze assessments and plan instruction during our Friday PD days. Our focus this year has been on bridging curriculum, standards and assessment. Our teachers learned a new process for intellectual preparation that helps them draw clear connections between what they're teaching (Systematic ELD) and how students will be assessed. Then, teacher leaders worked to create a bank of tasks that are aligned both to our curriculum and ELPAC so that teachers can more seamlessly integrate this practice into their instruction. Additionally, new implementers of EL Achieve were able to receive 3 PDs to help onboard them to the curriculum, in addition to the 3 PDs all staff received on ELD instruction so far in the 20-21 school year. Moving forward we plan to continue to focus on intellectual preparation as well as new Systematic ELD implementer PD in order to support our teachers in closing learning gaps for our EL students.

The school also supported students in demonstrating proficiency on the ELPAC to facilitate reclassification. Professional development around ELPAC to support teachers and students in completing the test in a remote setting were held on: 1/22, 2/26 and 3/5. Parent workshops for parents of students taking the ELPAC were also held on 2/25/21 and 3/1/21. Workshops for parents increased during distance learning from bimonthly to 3 times a month in order to engage our parents as partners in distance learning, remote testing and supporting ELs. Workshop topics included navigating online platforms, how to support learning from home, ethnic studies in the

classroom and at home, grade span specific workshops to support English learning, math and reading as well as a series on mental health for parents to support their children. Our next steps in developing our LCAP will be to include frequent parent workshops as a key component to supporting all learners.

As part of our approach to addressing Learning Loss and continuing to work towards future growth on SBAC our school invested in both data analysis and visualization tools as well as further development of teacher and leader skills sets in order to create regular assessment and data review cycles. These tools and data analysis days allowed our teachers to engage in a deep understanding of student needs in order to address learning loss in a timely manner. Moving forward we plan to continue to invest in data analysis tools that will help track and inform the instructional next steps needed to close the learning gap for each child due to the COVID pandemic.

Another way that we are addressing learning loss is by training a group of teacher leaders in using improvement science to identify the highest leverage ways of increasing engagement for ELs across content areas in distance learning. They are using Plan Do Study Act (PDSA) cycles to implement new practices and gather engagement data in order to quickly learn how the practices impact students. Currently they're working on a range of topics such as affirming identity, building relationships, increasing opportunities for oral and written discourse, and providing additional scaffolds and supports. While only a select few were trained in this way, teacher leaders were able to share their findings and all teachers focused on improving engagement including using a weekly tracker, sharing best practices and giving timely feedback to both students and parents as a way of increasing student engagement in distance learning. In this way we are working towards our goal of supporting student growth in academics as well as prepping teacher leaders to be able to facilitate data and intellectual prep cycles in the coming years as stated on our 2020-21 Learning Continuity and Attendance Plan.

Although our 19 -20 LCAP had a goal to reduce suspension rates, since beginning distance learning in March of 2020, we have had zero suspensions and instead have shifted our focus to support our student and staff's mental health, family engagement and basic needs during the pandemic. Starting with basic needs, our school continued to provide meals weekly to all students who needed them even after we had to transition to distance learning. Additionally, we were able to obtain a grant that allowed for a pantry to support families in need with both food items and toiletries as they faced increased economic hardships in 2020-2021. By continuing to fund school personnel roles that include an Assistant principal of student services, a student and family service coordinator and a licensed clinical social worker our school community has been well supported and our family engagement has increased.

The Mental Health program at CNCA#4 is made up of a Licensed Clinical Social Worker whose primary role is to oversee the Internship Training Program for students who are seeking a Masters in Social Work. The mental health program partners with Universities such as USC, Cal-State LA, Cal-State Long Beach, Cal-Lutheran, and other accredited programs in order to provide MSW students with an internship opportunity. The Licensed Clinical Social Worker supervises a range of 2-4 interns every academic year and supports them through providing quality therapy services to improve the mental health of the students on their caseload. The Wellness Center provides services to approximately 20 students weekly, has 6 consistent students that receive wellness check in's weekly, develops and delivers monthly parent workshops, provides caregiver wellness consultations, school personnel consults, and crisis intervention. Our school also has ongoing collaboration with DCFS, Didi Hirsch, Children's Institute, Children's Hospital, and other mental health agencies that support the wellbeing of the students. These agencies provide direct services to students and families as well as

professional development for staff and workshops for parents all centered on improving mental health for our school community. In planning for the upcoming years we will continue to make mental health and family engagement a priority and part of our LCAP goals, including the school site roles that specifically support this work.

As we develop our 21-24 LCAP we continue to build on the needs of our school as well as the lessons learned in the last few years. One of our goals continues to be the improvement of literacy instruction and is even more crucial now since the pandemic. To address this, we have decided to invest in a new literacy curriculum for TK-5<sup>th</sup> grade, that will support our instructional needs as well as support ways to close learning gaps. We have begun this work by researching a variety of curriculum options and are now in the piloting phase of two different programs. Specifically, we are piloting American Reading Company (ARC) Core and Benchmark's Advance/Adelante. We selected both of these curricula because of their standards alignment and their focus on building knowledge and vocabulary through reading, writing and speaking about grade-level complex text. Because our school serves a large population of language learners and is a dual language school, we are confident that either of these choices will help us meet the unique learning needs of our students and mitigate the learning loss.

## Instructions: Introduction

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

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

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

### Annual Update

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Goal Analysis

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

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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

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

California Department of Education  
January 2021



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	<a href="mailto:Melissa.Mendoza@CaminoNuevo.org">Melissa.Mendoza@CaminoNuevo.org</a> (213) 353-5300

## Plan Summary 2021-2022

### General Information

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

CNCA #4 serves 598 students in grades TK/K through 8. Seventy-six point twenty-five percent (76.25%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #4 was 92.98% Hispanic, 83.95% socioeconomically disadvantaged and 31.27% English language learners and 15.55% of students with disabilities.

CNCA 4 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

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

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

### Reflections: Successes

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

At this time, Camino Nuevo Charter Academy 4 does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

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

Interim Assessment Findings:

- Grades 3-8 outperformed all other CNCA schools in mathematics
- Students in grades K-8 demonstrated overall growth in mathematics standards from Quarters 1 and Quarters 2
- Mathematics standards demonstrating conceptual knowledge and application aspects of rigor tend to be the area of need in grades K-8
- 100% of grades 4-8 demonstrated an increase in percentage of students achieving "above standard" on the ELA IABs and 60% of those grades demonstrated improvement over 10%
- There is evidence that systematic and consistent corrective instruction, even in the distance learning environment, shows significant positive impact on student learning

## Reflections: Identified Need

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

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

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

CNCA 4 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

Area of growth, meeting the needs of all students: Subgroup Data Analysis

CNCA#4 has worked on improving the implementation and monitoring of our instructional program to ensure that we are meeting the learning needs of all students, especially our English Language Learners and our students with disabilities. Since the 17-18 school year we have seen a steady increase in the performance of our students with disabilities on SBAC. While this subgroup is still performing below the state average we have seen small gains in ELA (increase of 4.44% from 17-18 to 18-19) and math (increase of 0.68% from 17-18 to 18-19). Because we know that we need to increase performance for all of our students at a much larger rate, we adopted a new math curriculum (Bridges in Mathematics) during the 2019-2020 school year and anticipate to see larger growth percentages on the next SBAC assessment for all groups. Although our English Language Learner academic data comparing the 17-18 to 18-19 SBAC shows a decline for this subgroup (4.9% in ELA and 0.41% in Math), it is important to note that these declines also coincide with a significant increase in reclassification annually. Our most recent reclassification rate is now double that of the state RFEP rate. Below is a chart of CNCA#4 reclassification rates for the last 4 years:

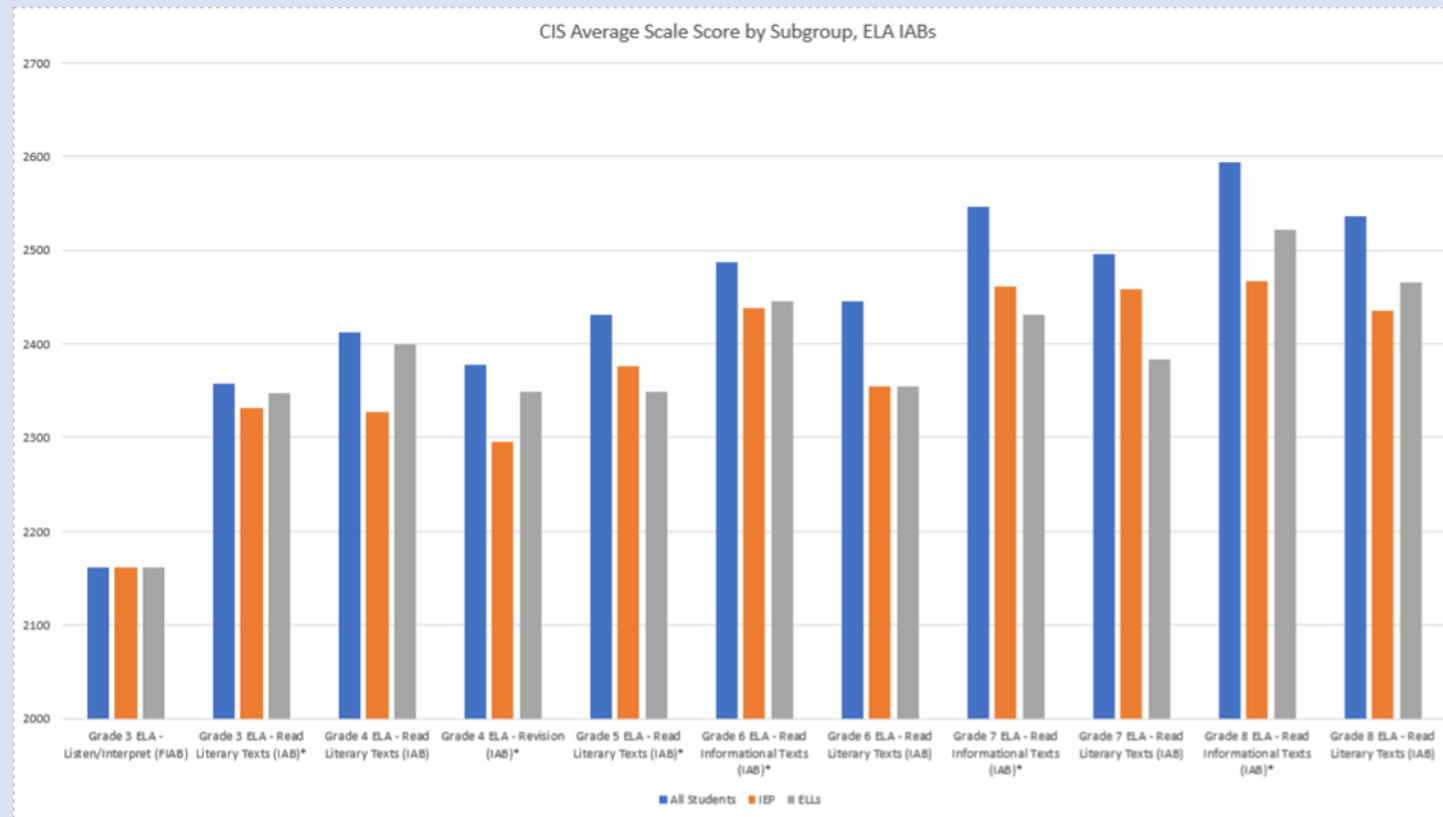
Improving performance and standards mastery for both our ELs and SWD continues to be a focus area for CNCA#4. Currently, our distance learning model is such that teachers are still able to implement best practices to support these specific subgroups of students. The following are some of our instructional strategies and accommodations that we are currently using with ELs and SWD:

- Small group and one on one instruction
- Accommodations to PowerPoint and pear deck presentations
- Frequent checks for understanding
- Frontloading vocabulary
- More visuals
- One on one conferencing
- Chunking work
- Graphic organizers
- Sentence starters
- Read aloud
- Audio books
- Cloze writing notes
- Extended time on assignments
- Gen ed teachers offer office hours
- Highlighting text
- Mentor texts
- Recording lessons in real time that can be revisited by students after the class ends

- For SWD specifically we also offer a learning center class for grades 6-8 in order to support students with the demands of their coursework and one on one conferencing with RSP teachers and Sped IA's is also offered in all grades.

In addition to these in classroom supports, teachers have also received additional PDs to address the learning gaps of these subgroups. This includes three PDs so far this year on understanding and unpacking ELD standards and their alignment to core content as well as 3 PDs focused on special education compliance, co- planning and instructional practices to support struggling learners. Parents have also received workshops about reclassification targets, ELPAC assessment, supporting ELs at home, distance learning strategies and math and ELA supports at home. This year we also purchased asynchronous learning apps including STMath, Smarty Ants (K-2 literacy), Achieve3000 (3-8 literacy) and Rosetta Stone Accounts for all ELs as an additional instructional tool that supports language development. Students are assigned weekly lessons and teachers follow up on their progress during weekly live sessions.

With a more focused approach on supporting our ELs and SWDs we are starting to see growth this year in some grade levels. Below is our most recent subgroup data from ELA IABs taken in December 2020. Third grade in particular shows promise in that all groups (all students, IEPs and ELs) are performing at the same rate in ELA on the listen and interpret IAB with only a small dip in sub group data when tested on the literary text IAB. This data is helping us to identify trends as well as best practices that teachers can share and replicate in other grades where subgroups struggle the most.



Area of growth: Special Education

CNCA#4 has been working on improving our systems in place for implementing and monitoring our special education processes and program. One improvement since our last LAUSD site visit is the addition of key team members to our home support office team in the special education department that support our school site directly. This includes an Associate director of Sped, a Moderate to Severe Specialist, a Behavior Intervention Developer and an Occupational Therapist. These roles provide direct support for students, teachers and leaders and have improved our compliance structures. Specifically, at our site, the CNCA BID supports all BIs by joining classrooms, providing observations and feedback to staff, holding biweekly trainings for BI staff and joining parent conferences for all students with BIs. The Associate Director of Sped also joins our weekly RSP team meetings where master calendar, 300 reports and compliance updates and needs are discussed. She also holds bi-monthly check-ins with sped admin going over sped compliance. She also increased RSP teacher support PD from quarterly to monthly for our teachers as well as created a “SPED Teacher Guidebook” that aids in onboarding new RSP hires & houses all resources for RSP teachers and SpEd admin.

Also, at our site specifically, we have increased the frequency in which instructional coaches join co-planning meetings weekly and ensure that co-teaching is taking place even in distance learning through coaching, modeling and classroom observation feedback. RSP teachers have also increased their support and collaboration with the general education teachers by providing frequent updates to IEP passports, joining grade level meetings to add a lens on how we are supporting students with IEPs and have led portions of PD to share best practices on implementing IEP specific accommodations. As part of our weekly PD routine we have also added the “Sped Spotlight” in order to share information, point out bright spots and remind staff of upcoming compliance and instructional needs in regards to special education.

Finally, our Assistant Principal of Instruction supporting Special Education has created a new cadence of accountability by sending out weekly emails to all support providers with a copy of their 300 reports and next steps. She also holds weekly check in meetings with our site SPED clerk to review 200 reports and master calendar and consults with our CNCA lead psychologist to ensure compliance timelines and accurate assessments plans. In addition to meeting with our on site team, our AP also meets with the associate director of special education on a biweekly basis to review 300, 200, master calendar and school needs as they arise. In this way we have created systems with more checks and balances to ensure clearer communication, accountability and overall improvement of our special education processes and program.

## LCAP Highlights

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

As we reflect on our strengths and areas still in need of improvement our LCAP reflects both a continued plan for supporting where we have shown growth as well as new supports to address the outlined needs. Our school has shown growth in both math and ELA even with the shift to a distance learning model during the 20-21 pandemic. After the adoption of a new math curriculum (Bridges) in 2020, we saw evidence of our 3-8<sup>th</sup> grade student's math performance improve in the 20-21 school year as measured by our math IABs. Students in grades 3<sup>rd</sup> - 8<sup>th</sup> at CNCA #4 outperformed all of the other CNCA schools in math showing the most growth from Quarter 1 to Quarter 2. In fact, in grades 4<sup>th</sup> -8<sup>th</sup> there was a significant increase of students performing “above the standard” in math. Our ELA scores also remained consistent during distance learning with 60% of our students in grades 3-8 making at least 10% growth by mid-year.

While we have seen these growths in ELA and Math, our school still needs to improve on how we make these growths with our subgroup populations, in particular our English Language learners and Students with Disabilities. Our school has made strides; however, these subgroups need more supports to ensure they are also improving in literacy and math. One way we are doing this is by increasing the number of professional development trainings for teachers and staff in the areas of ELD standards and unpacking student IEP goals and needs. In order to have a more focused approach to supporting ELLs and SWD, teachers and staff need to understand the reason these subgroups are falling behind so that we can begin to create plans for academic improvement. Additionally, we are increasing our support team for sped by

adding more RSP teachers, Instructional assistants and an Assistant Director of Special Education at our home office. By increasing the amount of in person support teachers can target student needs in smaller groups as well as manage smaller caseloads to increase capacity of supports.

Our LCAP goals are aligned to support both our areas of strength and needs with a focus on both academic development and school culture. As we continue to grow in both math and ELA achievement, Goal 1 ensures that we use standards aligned curriculum as well as have a plan for development and support for both parents and staff through workshops and trainings focused on instructional and academic growth. Similarly, Goal 2 notes that all students will have access to a broad course range and thus includes such courses as art, music, foreign language and ethnic studies. Keeping our classrooms and facility organized, clean and safe will also support student growth as we ensure that teachers and students alike can be productive and enjoy their learning on our site. Both Goal 2 and Goal 3 describe the importance of the school environment in order to foster a positive school climate that will be conducive to teaching and learning.

## Comprehensive Support and Improvement

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

### Schools Identified

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

[Identify the eligible schools here]

### Support for Identified Schools

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

[Describe support for schools here]

### Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]



# Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

A summary of the feedback provided by specific stakeholder groups.

Feedback on our LCAP goals and action steps was elicited from parents, staff, teachers and ELAC and SBC committee members. Overall all stakeholders agreed with the set goals but provided specific suggestions for action steps and ways to use our school funds to improve student achievement and improve school culture. Teacher feedback included an increase in teacher professional development and increased support for students in the bilingual program who are learning Spanish in addition to the supports outlined for ELLs and SWDs. Teachers unanimously supported having standards aligned curriculum and advocated for more professional development of instructional support staff including instructional aids and behavior interventionists. Both teachers, staff and parents advocated for hiring more instructional and supervision support staff including RSP teachers, IAs and Campus Aids in order to support both student achievement and school safety and culture. Parents also had several suggestions for improving facility safety and functionality including more shade structures on the yard, more materials for outside play, increased PPE for COVID safety, installing security cameras in spaces that are missing this security measure, workshops for parents to help students at home with math and ELA and the continued use of technology to run parent meetings so that more parents can join remotely.

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

The following action steps in our LCAP were influenced by the stakeholder input. In Goal 1 we included parent workshops for ELA, Math and differentiate for parents of English learners and students with IEPs. We also included supplemental planning time for teachers as well as PDs to support staff being able to execute rigorous, standards-based instruction. The discussion with teachers also inspired us to include a partnership with ANet in order to help accelerate adult development in planning instruction and closing learning gaps post pandemic. Much of the discussion with parents influenced our action steps in Goal 2 and we added the purchase of video surveillance as a next step as well as increasing our campus aid team to insure both safety and the reinforcement of school culture (Goal 3). All stakeholders were very adamant about returning to a safe and clean campus and this is reflected in our extra cleaning step of adding a night crew to keep our school clean and disinfected. Overall, the stakeholder input sessions provided alignment, clarity and community as we all work together to create a robust and successful school plan.



# Goals and Actions

## Goal 1

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 27.27% ELA Level 4: 16.06%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA Level 3: 37% ELA Level 4: 26%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 18.05% Math Level 4: 9.51%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math Level 3: 33% Math Level 4: 24%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 12.61% Science Level 4: 5.88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Science Level 3: 22% Science Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 36.20% EL Reclassification Rate: 15.40%  (2019-2020) 27.30%				ELPAC: 46% EL Reclassification Rate: 25%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continue to maintain a targeted focus on English Language Development planning and instruction, while also ensuring general content teachers are consistently addressing the language needs of their students.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans</p>	<p>1. Teacher stipends 1175 - \$16,000 3000 - \$4,000</p> <p>2. Buyback days 1175 - \$19,720 3000 - \$4,930</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Principal and School Leadership Team will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for E.L.s</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p>	<p>Principal and AP Salary and benefits 1300 - \$277,402 3000 - \$69,351</p>	Y

3	Provide elective courses	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p> <p>The School Leadership Team will hold various informational sessions throughout the school</p>	<ol style="list-style-type: none"> <li>1. Art, Music, teacher salary and benefits listed here. 1110 - \$134,965 3000 - \$33,741</li> <li>2. Principal and AP Salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated)</li> </ol>	Y
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Action #	Title	Description	Total Funds	Contributing
		year to teach parents how to help their scholars at home. Specialized sessions for Els. The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.		

4	Use federal funding to supplement our curriculum	<p><b>Title I</b> Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p><b>Teacher Aide (Teacher Assistants)</b> T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p><b>Title II</b> Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>CNCA #4 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the</p>	<p><b>Federal Funding sources:</b> Title I Title II Title III Title IV</p> <p><b>TI -</b> % teacher time for ELA 1110 - \$201,936 3000 - \$50,484</p> <p><b>TII – PD, Achievement Network tuition reimbursement for staff (MD description)</b> 5852 - \$27,250</p> <p><b><u>TIII – Director of Biliteracy and English Learners, Rosetta Stone Foundations</u></b> <u>5849 - \$9,673</u> <u>4311 - \$13,000</u></p> <p><b><u>TIV – Ethnic studies materials, PD, stipends</u></b> <u>1175 - \$4,000</u> <u>3000 - \$1,000</u></p> <p><u>College Field Trip</u> <u>5812 - \$6,000</u></p> <p><u>STEMScopes online subscription</u> <u>STEM Supplies</u> 4111 - \$5,500</p>	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>instructional day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners</p> <p>Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.</p> <p>Title IV</p> <p>Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p> <p>STEMScopes/STEM Materials – Implement NGSS-aligned curriculum</p> <p>Fund college exploration activities such as field trips to university campuses.</p>		



# Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

## Goal 2

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 97.14%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA #4 is located in a low-income area that has high crime rates. In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.</p>	<p>[\$ 0.00]</p> <p>Capital Improvements</p> <p>Vendor Repairs 5631 -</p> <p>\$40,000</p> <p>HVAC Maintenance 5599 -</p> <p>\$15,792</p> <p>Custodial (internal/contracted) 2200 -</p> <p>\$85,152</p> <p>3000 -</p> <p>\$21,288</p> <p>5531 -</p> <p>\$114,300</p> <p>Campus Security Guards</p> <p>Non-Capitalized equipment 4411 -</p> <p>\$15,648</p> <p>25% of rent</p> <p>Office supplies 5631 - \$15,600</p>	Y

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.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p>	<ol style="list-style-type: none"> <li>1. PE, Science teacher salary and benefits listed here.            1110 - \$132,043            3000 - \$33,011</li> <li>2. PNEDG cost            5881 - \$899,352</li> <li>3. Books            4211 - \$1,000</li> <li>4. Software            5861 - \$24,544</li> <li>5. SOM salary and benefits            2400 - \$67,764            3000 - \$16,941</li> </ol>	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>CNCA#4 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

## Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

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This is a new goal for the LCAP cycle.

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## Goal 3

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 95.30%	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	98%
Chronic Absenteeism Rate	(2019-2020) 13.38%	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	10%
Suspension Rate	(2019-2020) 1.90%	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	<del>{Insert outcome here}</del>	1%
Expulsion Rate	(2019-2020) 0%				0%
Local Indicator: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 81.50%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 63%				75%
Middle School Dropout rate	(2019-2020) 0%				0%



Actions

Action #	Title	Description	Total Funds	Contributing
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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>The APSS will host quarterly student success team meetings for students with less than proficient attendance</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of</p>	<p>FSC salary and benefits 2900 - \$65,697 3000 - \$16,424</p> <p>Registrars salary and benefits 2400 - \$41,597 3000 - \$10,399</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$33,930 3000 - \$8,483</p> <p>APSS staff position salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated)</p>	Y
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	<p>student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as</p>		
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Action #	Title	Description	Total Funds	Contributing
		necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate.		
2	Provide student-facing supports across the school community to improve school climate	<p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$71,319 3000 - \$17,830</p> <p>ASES 5844 - \$53,172</p>	Y

## Goal Analysis 2021-2022

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.20%	\$1,633,860

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

## Required Descriptions

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

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNCA 4's unduplicated student count is 90%. Since CNCA 4's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

### Low Income:

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

### Foster Youth:

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

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

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

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

### English Learners

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



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

: Indicate how progress is being measured using a metric.

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

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

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

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

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



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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

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

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,308,221	\$ 53,172	\$ -	\$ 318,843	2,680,236	\$ 1,434,405	\$ 1,245,831

[illegible]

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 2,308,221	\$ 2,680,236
<b>LEA-wide Total:</b>	\$ 2,308,221	\$ 2,680,236
<b>Limited Total:</b>	-	-
<b>Schoolwide Total:</b>	-	-

[illegible]