

# LCFF Budget Overview for Parents

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

CDS Code: 19-64733-6117667

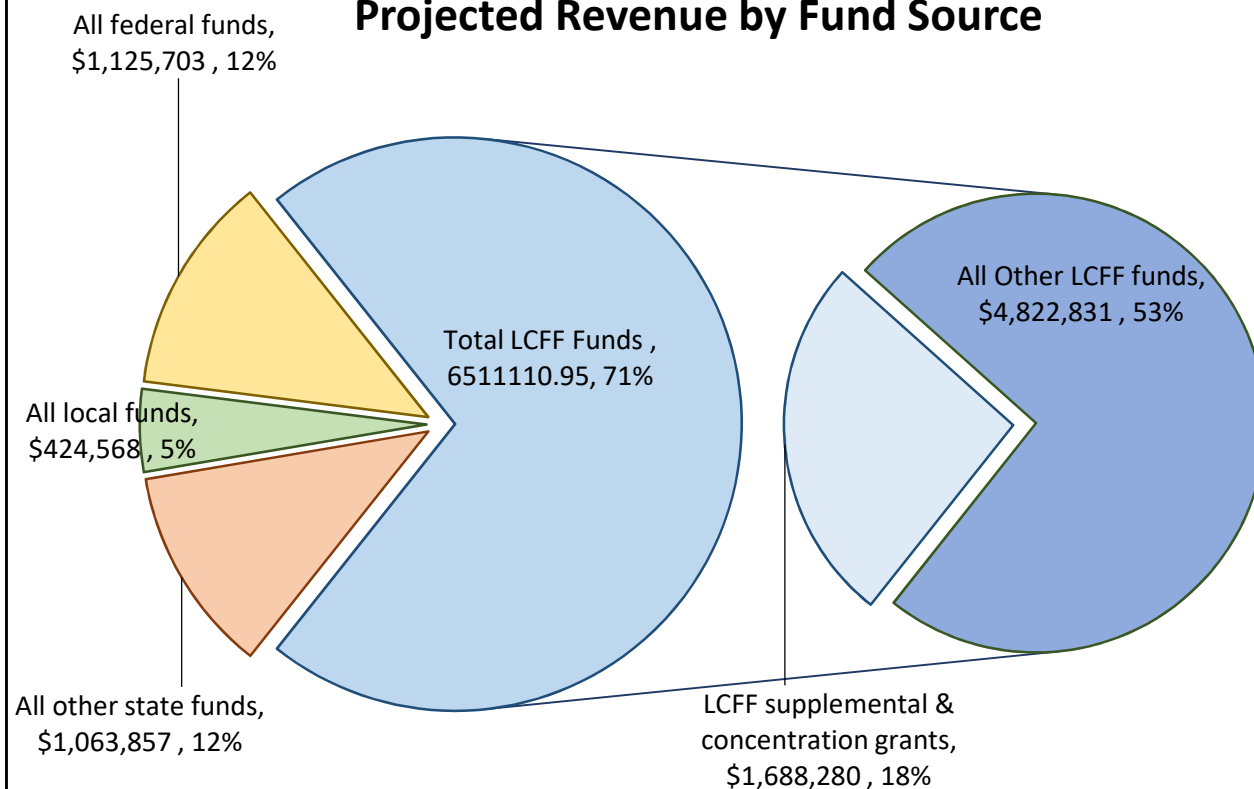
School Year: 2021 – 22

LEA contact information: Charles Miller, 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

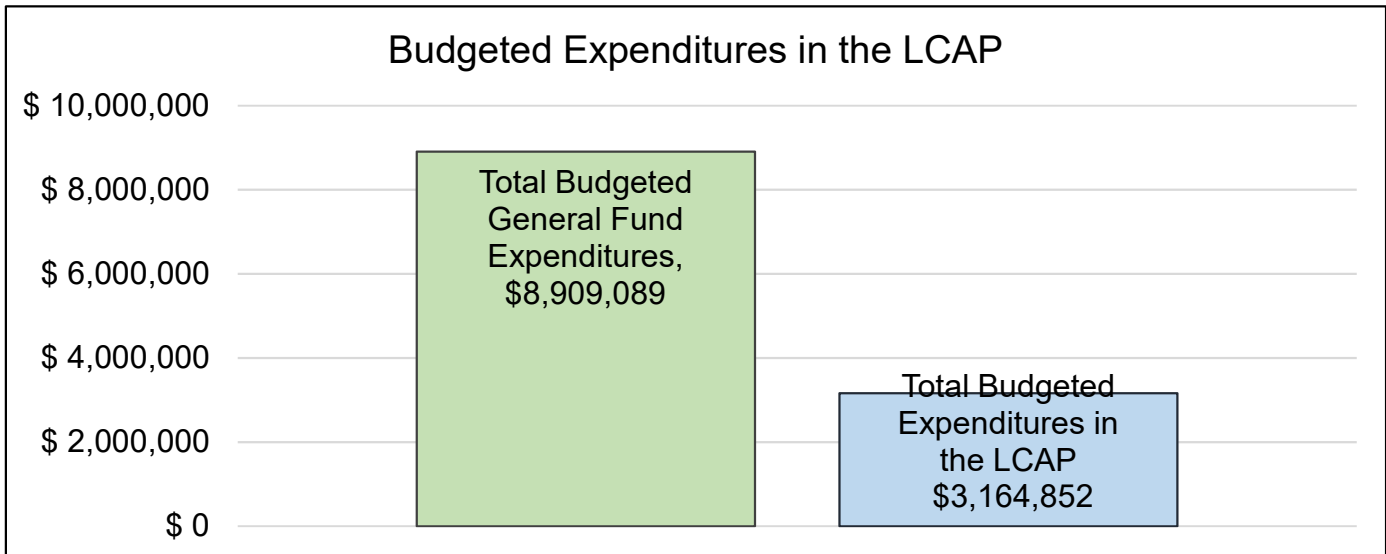


This chart shows the total general purpose revenue Camino Nuevo Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Camino Nuevo Charter Academy is \$9,125,239.31, of which \$6,511,110.95 is Local Control Funding Formula (LCFF), \$1,063,857.38 is other state funds, \$424,568.45 is local funds, and \$1,125,702.53 is federal funds. Of the \$6,511,110.95 in LCFF Funds, \$1,688,280.15 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 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 plans to spend \$8,909,089.04 for the 2021 – 22 school year. Of that amount, \$3,164,852.20 is tied to actions/services in the LCAP and \$5,744,236.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

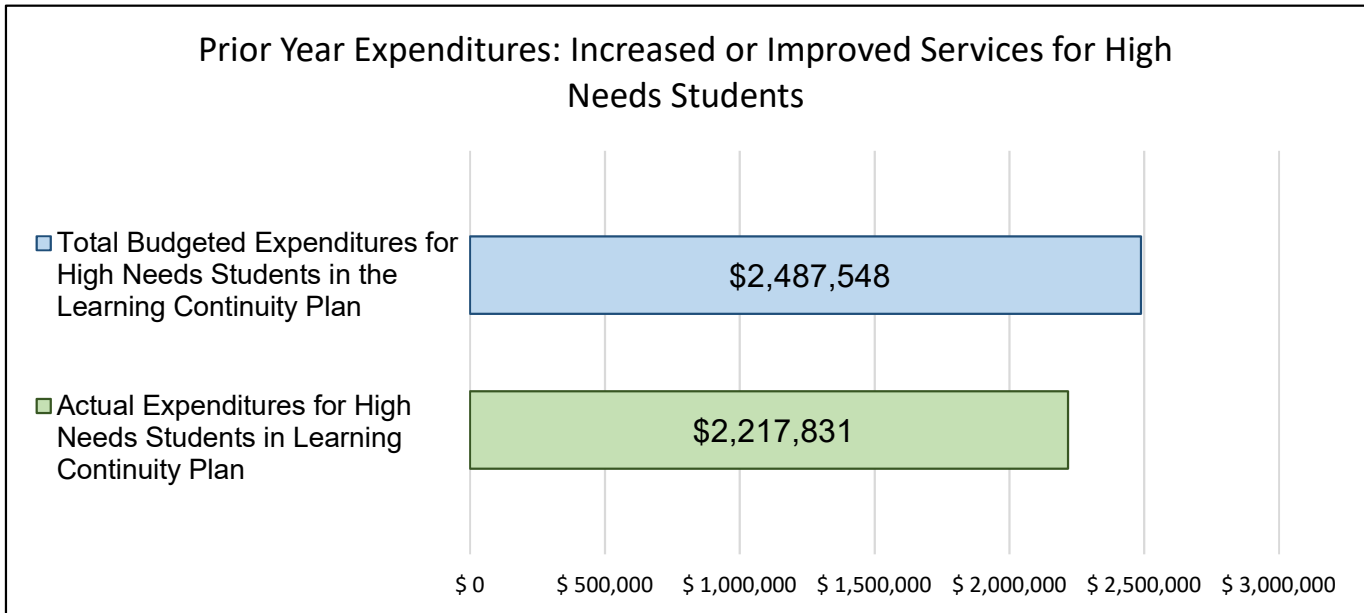
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary 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 is projecting it will receive \$1,688,280.15 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Charter Academy plans to spend \$3,164,852.20 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 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 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's Learning Continuity Plan budgeted \$2,487,548.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent \$2,217,831.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$269,717.00 had the following impact on Camino Nuevo Charter Academy'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	Charles Miller, Principal	<a href="mailto:Charles.miller@caminonuevo.org">Charles.miller@caminonuevo.org</a> (213) 413-4245

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

All students will learn from trained educators using standards-aligned instructional materials in both math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic, 2. Implementation of State Standards, 4. Pupil achievement; 7. Course access

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Increase the SBAC ELA proficiency rate (Students scoring in Levels 3 and 4) to 40%</b></p> <p>2018-2019</p> <p>The SBAC ELA proficiency rate in June 2018 will be 40%</p>	<p><b>Overall SBAC Proficiency in SBAC ELA in June 2018 was 44%</b></p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p><b>Increase the SBAC Math proficiency rate (Students scoring in Levels 3 and 4) to 35%</b></p>	<p><b>The SBAC Math proficiency rate in June 2018 was 49%</b></p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p><b>Increase the number of Highly Qualified Teachers on staff 2018-19</b></p> <p>The number of highly qualified teachers on staff will be 25 out of 29.</p>	<p><b>The number of highly qualified teachers on staff is currently 26 out of 29.</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  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools</p> <p><b>Kinder - 8th grade teachers will be trained in integrated ELD supports within a Language Arts classrooms by the Assistant Principal of Literacy and Language and through outside professional developments.</b></p> <p><b>Kinder - 5th grade teachers will continue to implement a new mathematics curriculum (Bridges)</b>  <b>Plan to adopt standards-aligned curriculum for grades 6-8 ELA in year 19-20</b>  <b>Plan for deepen teacher's standard knowledge around coherence in ELA and Math for future years</b>  <b>Plan to focus on deepening teacher's knowledge of grade-level text complexity in ELA for future years</b>  <b>Plan to strengthen teacher's ability to create effective formative assessments and provide targeted student feedback on student work in future years</b>  <b>Plan to create systems and visions for student work expectations and analysis</b>  <b>Plan to deepen teacher knowledge about best practices with questioning and question-types</b>  <b>Plan to strengthen teacher skill in developing student-driven lessons and conversations</b></p> <p><b>Plan to incorporate a social justice, anti-racist, and culturally relevant lens into the intellectual preparation cycles</b></p>	<p>\$8000  LCFF  4000-4999 Books and Supplies; Textbooks  \$53,000  LCFF  5000-5999 Services and Other Operating Expenses;  PD  \$0  LCFF  1000-1999 Certificated Salaries  \$70,000  LCFF  6000-6999 Capital Outlay; SmartBoards  \$22,000  LCFF  3000-3999 Employee Benefits; Assistant Principal #2 - Benefits  \$37,000  LCFF  1000-1999 Certificated Salaries; Stipends - BCLAD, NCBT, CADRE  \$0  LCFF</p> <p>1000-1999 Certificated Salaries; Summer PD  \$0  LCFF  3000-3999 Employee Benefits; Summer PD - Benefits  \$234,129  Federal Revenues - Title I  1000-1999 Certificated Salaries; Intervention Instruction  \$29,213  Federal Revenues - Title II  5000-5999 Services and Other Operating Expenses;</p>	<p><b>\$518,306</b></p>
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	Professional Development \$83,232 LCFF 1000-1999 Certificated Salaries; Assistant Principal #2 \$15,000 LCFF 4000-4999 Books and Supplies; Student Materials \$50,000 LCFF 2000-2999 Classified Salaries; Teacher Aides  \$12,500 LCFF 3000-3999 Employee Benefits; Teacher Aides - Benefits \$78,043 Federal Revenues - Title I 3000-3999 Employee Benefits; Intervention Instruction - Benefits	
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## Goal Analysis

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

We were able to implement all planned actions/services.

In terms of ELA, we ensured all K-5 teachers were fully trained in balance literacy and 6-8 teachers have fully implemented a new humanities curriculum. We have seen increased alignment in instructional practices and an understanding of best practices and we will continue to focus and develop in this area.

In the area of mathematics, we are in the preliminary stage of implementing the new mathematics curriculum, Bridges. In order to ensure teachers have the sufficient resources and understanding to implement effective, we implemented the following actions:

1. 100% of K-5 Mathematics teachers received training on implementation 1. of new curriculum
2. 100% of K-8 Mathematics teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

We continue to develop in our understanding of standards-aligned instruction and data-driven instruction through our various development opportunities - professional development, coaching, and professional learning communities.

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

As a result of all K-5 teachers being trained in balanced literacy and a focus on literacy differentiation and intervention in grades 6-8, 62% of students in grades K-5 and 65% of students in grades 6-8 were at or above grade level in English reading as of January 2019.

In terms of implementation of the new curriculum for humanities in grades 6-8, implementation was at its second year and thus is still improving and developing. Our team continues to work with teachers through professional development, coaching, and professional learning communities, to more effectively monitor student progress and align the curriculum to the demands of the state standards.

In terms of our work with standards-aligned planning and instruction in mathematics, there has been a steady increase in student achievement in weekly formative assessment results and quarterly interim assessments. Moreover, we have seen a deepening of teacher content and standards knowledge as there has been increased evidence of alignment between the aspects of rigor of the standard and teachers' instructional decisions.

## Goal 2

All students will become biliterate by the end of 5th grade, meeting grade level reading goals in both English and Spanish, and redesignating as English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil Achievement

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p>Increase in the percentage of students meeting reading grade level goals in both English and Spanish.</p> <p><b>2018-19</b></p> <p>English: <b>64% in June 2018</b></p> <p>Spanish: <b>72% in June 2018</b></p>	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase in the percentage of students meeting reading growth goals in both English and Spanish.</p> <p><b>2018-19</b></p> <p><b>English:</b> 62% in June 2018</p> <p><b>Spanish:</b> 45% in June 2018</p>	<p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase in the percentage of students redesignating as English proficient.</p> <p><b>2018-19</b></p> <p>RFEP rate will be 20%.</p>	<p>There was a 28.94% increase in the percentage of students redesignating as English proficient.</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  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits.</p> <p>Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits.  Send teachers to professional developments focused on building language objectives within core content lessons.  Continue to purchase new leveled books for classrooms libraries that push a focus on greater text complexity in both languages.</p>	<p>\$90,231  LCFF  1000-1999 Certificated Salaries; Assistant Principal \$15,000  LCFF  4000-4999 Books and Supplies; Curriculum Materials \$0  LCFF  2000-2999 Classified Salaries; Intervention Teachers \$0  LCFF  3000-3999 Employee Benefits; Intervention Teachers - Benefits \$11,000  LCFF  5000-5999 Services and Other Operating Expenses; PD/Planning Release Time \$60,000  LCFF  6000-6999 Capital Outlay; Computer Carts - Student \$0  ;  Intervention Coordinator \$0  ;  Intervention Coordinator - Benefits \$70,000  LCFF  6000-6999 Capital Outlay; Capital Equipment - Technology \$15,000  LCFF</p>	<p>\$431,737</p>
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	4000-4999 Books and Supplies; Non Capitalized Equipment \$27,932 Federal Revenues - Title III <b>1000-1999 Certificated Salaries; Intervention Instruction</b> \$78,043 Federal Revenues - Title III 3000-3999 Employee Benefits; Benefits - Intervention Instruction \$22,557 LCFF 3000-3999 Employee Benefits; Assistant Principal - Benefits \$15,000 LCFF 1000-1999 Certificated Salaries; Summer School \$55,857 LCFF 1000-1999 Certificated Salaries; Art Teacher \$13,964 LCFF 3000-3999 Employee Benefits; Art Teacher - Benefits \$46,162 LCFF 1000-1999 Certificated Salaries; Music Teacher  \$11,541 LCFF 3000-3999 Employee Benefits; Music Teacher - Benefits \$12,000 LCFF 5000-5999 Services and Other Operating Expenses;	
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	<b>Teacher for America - Placement &amp; Training</b> <b>\$6,000</b> <b>LCFF</b> <b>5000-5999 Services and Other Operating Expenses; Field Trips</b> <b>\$75,000</b> <b>LCFF</b> <b>2000-2999 Classified Salaries; Teacher Aides</b> <b>\$18,750</b> <b>LCFF</b> <b>3000-3999 Employee Benefits; Teacher Aides – Benefits</b>	
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## Goal Analysis

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

Although we saw a lower reclassification rate in 18-19 compared the previous year, we are confident about the implementation of our actions in this goal area. There has been noted increases of students within ELD levels through our internal data collection and observations of classrooms show improved implementation (pacing and execution of lessons) of our Systematic ELD Curriculum. There has also been consistent growth in the percentage of students meeting and/or exceeded grade level for reading in Spanish and English.

This year we saw increased student performance in Spanish and English reading that exceeded performance in these areas in previous years. We do see a need for improvement in terms of ensuring we improve instructional and planning strategies to ensure a higher percentage of language learners have access to content of lessons.

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

- We were able to provide increased professional development to all teachers to support them in their implementation of the Systematic ELD curriculum
- We were able to complete purchasing for all necessary Systematic ELD Curriculum materials



- We saw an increase in students who met and/or exceeded grade level expectations in English and Spanish reading levels.

### Goal 3

Our school will provide a space where all students feel a sense of physical and emotional safety, and all families feel their input and contributions are valued.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p>An increase in the number of students accessing physical supports (dental, vision, mental, health supports)</p> <p><b>2018-19</b></p> <p>34%</p>	29%
<p>An increase in the number of families attending parent workshops</p> <p><b>2018-19</b></p> <p>24%</p>	39%



Planned Action/Service	Budgeted Expenditures	Actual Expenditures

<p>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</p> <p>Same actions/services from the previous two years, plus:</p> <p>Facilitate SBC and ELAC visits to other CNCA schools to observe best practices and bring them to our Campus.  Attend outside workshops to help staff understand how to better empower parents and truly include them as partners in their child's education.</p>	<p>\$98,460  LCFF  2000-2999 Classified Salaries; Mental Health Program Fee  \$56,000  LCFF  5000-5999 Services and Other Operating Expenses; Security  \$10,000  LCFF  5000-5999 Services and Other Operating Expenses; Professional Development  \$163,800  After School Education &amp; Safety  5000-5999 Services and Other Operating Expenses; After School Program  \$102,000  LCFF  2000-2999 Classified Salaries; Campus Aides  \$25,500  LCFF  3000-3999 Employee Benefits; Campus Aides - Benefits  \$56,000  LCFF  2000-2999 Classified Salaries; School Operations Manager  \$12,750  LCFF  3000-3999 Employee Benefits; School Operations Manager - Benefits  \$68,340  LCFF  1000-1999 Certificated Salaries; Dean of Culture  \$17,085  LCFF</p>	<p>\$752,531</p>
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	3000-3999 Employee Benefits; Dean of Culture - Benefits \$26,000 LCFF 2000-2999 Classified Salaries; Building Sub \$6,500 LCFF 3000-3999 Employee Benefits; Building Sub - Benefits \$150,000 LCFF 6000-6999 Capital Outlay; Building Upgrades	
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## Goal Analysis

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

We have continued our work in this area by increasing the number of students receiving our mental health supports, continuing regular professional development on restorative practices and trauma-informed practices, strengthening the consistency and execution of daily school-wide routines and procedures, and increasing the opportunities to build relationships with families.

We have spent significant effort and focus on strengthening and aligning with systems, procedures, and expectations for student culture. This year we have initiated our 6 Week Vision, that has set out clear expectations and goals for school-wide systems, procedures, and engagement. Coaches

provided direct support to classrooms and teachers, providing daily feedback and progress monitoring checks towards these goals. In addition to this laser-focus on the 6-week vision, the CNCA-Burlington leadership team set up structures to analyze weekly student culture data that provided insight into successes and struggles with student behavior. The leadership team would use this data to proactively identify student behavior struggles in order to set up appropriate responses such as behavior trackers, plans, or home visits. While these efforts were extremely targeted at the beginning of the year, attention and support for student culture continued throughout the year.

We also implemented professional development on restorative practices and trauma-informed practices with all teachers, staff, students, and families. This year we have been able to ensure that 97% of our teaching staff were fully trained on restorative practices and 100% of staff received feedback of their implementation of restorative circles.

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

Our work has continued to lead to mindset shifts and more coherent instructional practices in classrooms that are trauma-sensitive. In addition, our increased focus on school-wide expectations for routines, procedures, engagement and other Tier 1 practices had led to increases in student perception of their own engagement (shown through specific questions in the student surveys), student engagement in class based on observations, and a decrease in behavior referrals, crisis situations, and suspension rates. This has also led to increases in 100% of areas of the staff and teacher survey and significant increases in parent satisfaction and parent participation according to parent surveys and parent attendance lists.

We will continue to further this work in the next year with more clear expectations using the learning from this year.

## **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.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$89,798 Object Code 4371, 4399 LLMF CR \$129,000 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 227,225.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Collect and analyze participation data from Spring of 2020.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	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.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	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.	\$9,000 Object Code 5859 LLMF CR \$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 30,293.00	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.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration \$62,000 Object Code 2400 LCFF Supplemental/Concentration \$69,942 Object Code 1000, 2000, & 3000 Series ESSER	\$ 21,923.00	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.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$ 21,923.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$24,819 Object Code 4311 LLMF CR	\$ 42,868.12	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$38,863 Object Code 5861 LLMF CRki	\$ 14,354.03	Y

<p>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.</p>	<p>\$15,000 Object Code 5852 TITLE II</p> <p>\$14,448 Object Code 5852 LLMF CR</p> <p>\$95,437 Object Code 4110, 4311, 4411, 5311 LLMF CR</p> <p>\$30,821 Object Code 4311, 5852 LLMF GEER</p>	<p>\$ 144,023.00</p>	<p>Y</p>
<p>Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.</p>	<p>\$21,923 Object Code 1300 LCFF Supplemental/Concentration</p>	<p>\$21,923</p>	<p>Y</p>

Provide access to devices and connectivity.	\$51,703 Object Code 4411 LLMF GF	\$269,925	Y
	\$258,062 Object Code 4411, 5631, 5999 LLMF CR		
	\$31,262 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).	\$24,819 Object Code 4311 LCFF Supplemental/Concentration	\$11,269	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$29,640 Object Code 5849 LLMF CR	\$11,974	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$21,923 Object Code 1300 LCFF Supplemental/Concentration	\$21,923	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	\$113,207 Object Code 5849 ESSER	\$111,572	
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$56,258 Object	\$55,268	[Y/N]

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
		Code 2400 LCFF Supplemental/Concentration		
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$15,150 Object Code 4399, 5621 LLMF CR	\$9,545	
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	\$994,248 Object Code 5881 LCFF Supplemental/Concentration	\$974,099	
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$52,340 Object Code 1000, 2000 & 3000 Series LLMF CR	\$52,340	

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.

We have reflected on our progress and analysis of the 2019-2020 LCAP with a lens of focus on our 2020-2021 Learning Continuity and Attendance Plan as we crafted our school-wide actions this year. We sought to ensure high-quality instruction in mathematics and ELA, continued improvements in student performance for all students including English Language Learners, and continue to ensure the highest percentage possible of high quality staff members while taking the following actions in response to the needs of distance learning:

- 1. Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes:** A distance learning schedule has been created that meets state requirements for minimal instructional minutes while also ensuring daily opportunities for asynchronous learning, small group instruction, and socio-emotional learning and development.
- 2. Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD:** We implemented diagnostic and quarterly assessments to gauge student learning and progress towards grade level standards.
- 3. Collect and analyze participation data from Spring of 2020 and consistently throughout the school year:** CNCA #1 collects and analyzes participation data daily. This information is shared with all staff members, students, and families publicly. As of March 22<sup>nd</sup>, 2021 an average of 95% of students are attending live synchronous sessions.
- 4. 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:** In April 2020, we will begin Tech and Play Pods for our a small percentage of students who have

demonstrated highest need during Distance Learning. They will have an opportunity to come to the site to participate in distance learning and social-emotional structured activities.

**5. Ensure consistent additional supports for Students with Exceptional Needs:** In addition to supports that we provided for all students during the Pandemic, we ensured that supports for Students with Exceptional Needs are happening on a daily basis. For example, we formed a English Language Learner Intervention Program in which we hired two part-time staff to hold daily intervention sessions with EL students who demonstrated the lowest performance on ELPAC. Our EL Intervention teachers engage in a rigorous intellectual preparation and data analysis process each week to inform the week's instruction and data is collected formally at the beginning, middle, and end of each intervention cycle. Results after quarter 1 demonstrated significant improvements for students participating in the program. Another support is our system for Student Services Referrals. Any time a staff member has any concern about a family or student, they submit an online Student Services Referral form. Our Assistant Principal of Student Services in collaboration with our Mental Health Team and Family and Student Services Coordinator, collaborate weekly to review the referrals and determine the best and most supportive intervention for this family or student. We track follow up and success of services across the entire year. In addition to these supports, below is a list of supports that are evident in classrooms on a daily basis:

- a. Small group instruction
- b. Options for written assignments to account for graphomotor or fine motor barriers (e.g. typing instead of writing, writing instead of typing and taking photos to upload)
- c. Chunking of assignments and/or additional support for executive functioning such as customized learning schedules
- d. Text-to-speech or Speech-to-text • Access to audiobooks
- e. Daily advisory (socio-emotional check-in and community building with the teacher)
- f. Mindfulness instruction and practice
- g. Interactions with teachers who implement a 4:1 positive to correct comment ratio

**6. 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.**

Since we know that the number of barriers to learning have increased in the distance learning environment we have made a targeted and urgent effort to ensure teacher planning and intellectual preparation is laser-focused on the highest leverage content and student engagement. We have done this by engaging in four adult learning cycles:

**Cycle 1: Engaging Students in Distance Learning:** We have spent significant time and energy focusing on student engagement in distance learning. We have worked hard to define student engagement for teachers, students, and families by developing our Habits for Independent Learning as a part of our Vision for Pathway to Independent Learning. Teachers revisit these habits on a daily basis and we highlight students who have demonstrated these habits each week. We also share these habits regularly with families and have held several workshops on how families can support in building these student habits when at home with their children. We believe that

Distance Learning, although difficult, provides all of us and opportunity to develop life-long skills of owning our own learning and education.

**Cycle 2: Planning in Distance Learning with Instructional Coherence:** Teachers worked to ensure all lesson plans reflected coherence of grade-level standards, alignment of these standards to lesson objectives and lesson materials, and ensure asynchronous activities align to and maximize synchronous learning.

**Cycle 3: Best Instructional Practices in Distance Learning:** We worked as a team to define best practices in distance learning and effective strategies for accelerating student learning in distance learning environments.

**Cycle 4: Creating a Vision for Student Learning through Development of Student Exemplars:** Teachers engaged in practice of creating student exemplars for every lesson plan as a way to drive instructional decisions and anticipate misconceptions.

**7. Ensure high-quality instruction in distance learning: As a result of our deep focus in the above-mentioned areas of focus, we are confident that the following specific instructional practices should be evident in all distance learning classrooms:**

**1. Instructional Content/Tasks/Questions aligned to Grade-Level Standards or Aspect of Text Complexity:** Teachers analyze the aspect of rigor or aspect of text complexity when choosing instructional material

**2. Practices to Ensure Student Engagement:** These include but are not limited to checks for understanding, use of engagement supports such as PearDeck, Kahoot, Cold Calls, breakout groups teachers taking attendance immediately so our engagement support team (classified staff who review attendance within 15 minutes of class starting and call families of any students who have not yet arrived to class), student collaboration through use of breakout rooms, Jamboard, Pear Deck, etc., revisiting the habits of ind. Learning with students

**3. Regular Use of Formative assessment:** Teacher use a variety of data sources to capture understanding of student mastery on a daily and weekly basis

**4. Systematic Spiraling of Material:** There should be evidence of Warm-Ups or Do Nows that spiral material from previous lessons to strengthen understanding or highlight potential student misconceptions

**5. Consistent Use of Data with Students and to Drive Teacher Instruction:** Teachers regularly share class-wide data with students so they maintain a pulse on their own progress and learning (Achieve3000 data, STMath data, formative assessment data, engagement data, etc.)

**6. Family Partnerships:** Teachers have been holding 2 meetings per month with families to ensure (1) teachers have a space to provide regular updates, (2) engage families in learning and (3) listen to any family concerns

**7. Social Emotional Supports:** Many classrooms have daily advisory time and every classroom has weekly advisory and restorative justice spaces to check in on students socio-emotional state.



**8. Develop and implement assessment calendar, including training for staff in how to administer assessments remotely:** We implemented diagnostic and quarterly assessments to gauge student learning and progress towards grade level standards.

**9. Family Engagement:** We worked hard to ensure we truly partnered with families during this time. Our teachers held two family meetings per month to ensure (1) teachers have a space to provide regular updates, (2) engage families in learning and (3) listen to any family concerns. Attendance at these meetings average between 20 and 45 families. We also held Coffee with the Principal every month. Attendance at these meetings average between 95 and 130 families. In addition to these meetings, we also formed a Student Engagement Support Team. This involves a group of classified staff who review student attendance data within 15 minutes of the start of a synchronous session. Any students who have not arrived to class will receive a call from our Engagement Support Team checking in on the family and reminding them about class.

Overall, we are confident in our continued progress towards our LCAP goals while simultaneously responding to and meeting the needs of the LCP developed during the pandemic of the 20-21 school year.



## 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	Charles Miller, Principal	<a href="mailto:Charles.miller@caminonuevo.org">Charles.miller@caminonuevo.org</a> ; (213) 413-4245

## Plan Summary 2021-2022

### General Information

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

CNCA #1 serves 577 students in grades TK/K through 8. One hundred percent (100%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #1 is 98.44% Hispanic, 100% socioeconomically disadvantaged and 52% English language learners and 14.56% of students with disabilities.

CNCA #1 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 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 1 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

At CNCA 1 since 2018 we have been make steady and significant progress in all academic areas. Our students demonstrated a **22% increase** in students meeting or exceeding the standard in math (**37-point increase**) and **11% increase** in students meeting or exceeding the standard in ELA (**23-point increase**).

While we are excited about the growth, we know we have significant progress yet to make. In particular, ELA is an area that we have approached with a laser-focus on how to ensure improved student achievement. Since the last California Dashboard update we have been working with all K-8 ELA teachers to strengthen Tier 1 instruction and ensure we are deepening teacher content knowledge around the progression of ELA standards. We have worked hard to build up teacher knowledge about the Common Core standards shifts as we have focused heavily on text complexity, building knowledge, and foundational literacy skills. We have also made conscious efforts to ensure instruction is data and standards driven as we monitor student learning across the year. Below are some examples of updates in our approach to ELA instruction since 2018:

### **Deepened Teacher Content Knowledge**

- Weekly PLC Focus on Text Complexity and Building Knowledge
- Professional Development on the Common Core Shifts and Implications for Teacher Planning and Instructional Decisions
  - PD On Common Core Shifts
  - PD on Connecting Text Complexity and Data-Driven Practices
  - PD on Text Complexity and Authentic Student Learning (Facilitated by Teacher Leader)
  - Creating High Quality Text-Dependent Questions
  - We have partnered with Achievement Network (A Net) since 2018 to focus specifically on ELA instruction and student performance.
- Implemented New Structures and Systems that Hold Our Team Accountable to Consistent Best Practices
  - Content-level teachers meet weekly with a member of the Leadership team to engage in collaborative intellectual preparation and data-analysis practices



- Teachers receive an intellectual preparation day before each unit in which they spend the day collaborating with a member of leadership to read the text, deeply analyze the text and the standards, and plan for the upcoming unit. During these times they participate in various processes that we have codified and solidified:

- Close Reading Process
- High Quality Text Dependent Questions Recipe Card

- Consistent Coaching Connects to the School-Wide Learning

- We meet with teachers weekly or bi-monthly to analyze instruction. We have shifted our coaching to ensure it (1) connects to school-wide learning to ensure coherence of adult learning or (2) to collaboratively intellectually prepare or analyze student work/data.

- Working Collaboratively with Teachers, Families, and Leadership to Redefine ELA and Literacy Instruction at CNCA #1

- We have been developing a draft of Our Vision for Literacy Instruction at CNCA #1

## **Data and Standards Driven Instruction**

- Increase in Data-Driven Practices Among ELA Teams

- Each grade level tracks student progress towards grade-level standards each week. In PLC, they review progress and discuss (1) what actions they have taken or not taken that demonstrate the shared results, (2) the actions they plan on taking this upcoming week and (3) any specific actions they plan on taking to support SWD and EL students.

## **Improved Internal Student Achievement Results**

- As an internal measure, we use the CAASPP IAB assessments to measure student progress towards grade-level understanding in the ELA standards. Since 2019, we have seen steady increases in the percentages of students meeting or exceeding standards in comparison to our results from the CAASPP assessment in 2018-2019. Below is some evidence of this growth based on our most recent data (assessment data from December 2020):

- Evidence of growth from Quarter 1 2020 to Quarter 2 2020 which demonstrates evidence of improving instruction and teachers' ability to maintain a close pulse on student learning and respond accordingly across the quarter.
- Camino Nuevo Charter Academy #1 is out-performing all but one grade-levels from other CNCA schools in terms of the percentage of students meeting or exceeding the standard on IAB assessments (grades 4-8) and student English language reading levels (TK-2).

Through the process of thorough analysis with all stakeholders we have determined three primary causes for the lower DFS status in ELA. Below is each cause followed by a brief explanation:

1. Need for improved Intellectual Preparation practices in ELA: Through classroom observations and conversations with teachers, we observed that many teacher practices have not shifted significantly to the Common Core shifts. Planning was not yet text-driven and ELA standards were being analyzed in isolation rather than as a progression of learning. Moreover, teachers were not effectively building student knowledge across units.
2. Need for improved Tier 1 instructional practices in ELA: Similarly, we noticed that instructional decisions were not as deliberate or informed as they need to be. Teachers (as a result of experience with Lucy Calkin's Readers and Writers Workshop units) were spending significant time working with students at their independent reading levels and were not providing students enough time to grapple with grade-level texts through close reading and text-dependent-question practices. Moreover, there was limited evidence of teachers monitoring student understanding towards grade-level standards.
3. Need for aligned and high-quality curricular materials to support teacher planning and instruction: The above root causes are partly a result of working with a curriculum that is only partially aligned to the shifts of common core. Since 2018, we have been working with teacher leaders, families, and our Home Support Office (HSO) to engage in a change management process of identifying a new ELA curriculum that is aligned and high-quality while simultaneously ensuring current instruction does not waiver and continues to improve.

See table below for our immediate plans to improve services going forward:

Year	Detailed Plans that Outline Improvement Actions
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2019-2020	<ul style="list-style-type: none"> <li>• CNCA #1 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices</li> <li>• CNCA #1 engaged in coherent and systematic adult development for ELA teachers that focused on (1) Common Core shifts in ELA, (2) using text complexity to drive instruction practices, (3) text-dependent questions, (4) close reading and (5) deepening ELA standards knowledge.</li> </ul>
2020-2021	<ul style="list-style-type: none"> <li>• CNCA #1 continued partnership with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices</li> <li>• CNCA #1 strengthened data-driven practices in ELA. We developed systems to ensure ELA teachers are monitoring student progress towards grade-level standards on a weekly basis</li> <li>• CNCA #1 teachers in grades 2,4,5,6,7,8 piloted three high-quality and aligned ELA curriculums to implement school-wide next year: <ul style="list-style-type: none"> <li>○ Grades 6-8: Piloted EL Achieve curriculum</li> <li>○ Grades 4-5: Piloted Benchmark Education and ARC curriculums</li> <li>○ Grade 2: Piloted ARC curriculum</li> </ul> </li> <li>• CNCA #1 developed an ELA task force that engaged in regular research and discussion meetings to stay up-to-date with the latest research on reading and ELA instruction and investigate high quality curriculum.</li> <li>• 4th Grade shifted dual-language matrix to 50% English and 50% Spanish instruction</li> <li>• CNCA #1 developed a draft of our Vision for Literacy Instruction at our school</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li>• CNCA #1 continues to plan partnership with Achievement Network (ANet) to support in ELA adult development</li> <li>• CNCA #1 plans to make Literacy and ELA Instruction a school-wide priority</li> <li>• CNCA #1 plans to develop systematic and codified processes for foundational literacy instruction and data-analysis practices across K-8. We are aiming to ensure all teachers</li> </ul>

	<p>and leadership have a strong pulse on student foundational literacy skills and we implement data analysis practices to respond to student needs each week</p> <ul style="list-style-type: none"> <li>• CNCA #1 plans to implement aligned and high-quality curriculum(s) across all grades K-8</li> <li>• CNCA #1 will finalize our Vision for Literacy Instruction at our school and work to align observation, intellectual preparation, and data-analysis processes around this vision</li> <li>• CNCA #1 aims to develop a blended learning model in ELA and Math to provide more strategic time for students to drive their own learning and get targeted support from teachers</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>• CNCA #1 aims to implement our Ethnic Studies intellectual preparation</li> </ul> <p>processes within ELA and Mathematics</p> <ul style="list-style-type: none"> <li>• CNCA #1 aims to make Science instruction and Social Studies instruction a school-wide priority which will support with building student knowledge</li> <li>• CNCA #1 aims to implemented systematic and codified student work analysis processes for student writing skills</li> </ul>

## LCAP Highlights

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

At Camino Nuevo Charter Academy #1, we strive to create the highest quality educational environment for students, families, and educators. In order to achieve this, we plan to invest our attention, energy, and funds towards (1) ensuring students are engaged in rigorous and standards-aligned instruction, (2) all educators on our campus are highly developed and are provided supportive spaces and structures to further develop their capacity and skill as educators, and (3) cultivating a vibrant, supportive, and positive school culture grounded in relationships and high expectations. This will require genuine and thoughtful partnership with our community of families and parents as we seek to collaborate in building parent capacity, increasing involvement and input, and ultimately ensuring we are a united team working together towards all of the goals of this plan.

# 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.

The feedback provided by stakeholder groups was overwhelmingly supportive and positive of the plans we have laid out in LCAP. In particular, both teachers and families were very supportive of planned actions to invest in a new, aligned curriculum. Families were also very supportive of actions to strengthen and maintain school culture, staff development and school facilities. One piece of feedback that was discussed by both teachers and families was to ensure we are heavily investing in building family capacity to support their child academically and social emotionally. We discussed that there is an action included to support parents in helping their students increase SBAC proficiency in ELA and Math, but the feedback from families and teachers suggested that we should include supports that are even more targeted towards building family capacity and increase lines of communication between the school and families.

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

As a result of the feedback to find targeted ways to building family capacity and increase lines of communication between the school and families, we added more detailed actions about how we plan to aid in building family capacity in supporting their student's growth. 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.

We will also work to strengthen our communication systems with our families by finding ways to make our communication more accessible to all families (seeking translators for various indigenous languages spoken by some families, making our workshops recorded live for families, and ensuring our family calendar is ready and accessible from the beginning of the year). We also changed the language of action 2 from support parents in helping their students increase SBAC proficiency in ELA and Math to work with families to build their capacity to support their child's academic and social-emotional learning and growth.

# 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: 32.97% ELA Level 4 11.99%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) ELA Level 3: 39% ELA Level 4: 14%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 29.43% Math Level 4: 19.07%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) Math Level 3: 35% Math Level 4: 20%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 15.7% Science Level 4: 2.48%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) Math Level 3: 30% Math 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: 48.90% Reclassification Rate: 8.50%  (2019-2020) EL Reclassification Rate: 30.20%				(2023-24) ELPAC: 55% EL Reclassification Rate: 20%
Local Indicator: % of students meeting expectations via iReady	Baseline will be established in SY 2021-2022				
Local Indicator: Parent Survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Baseline will be established in SY 2021-2022				

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>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>	<ol style="list-style-type: none"> <li>1. Teacher stipends – 1175 - \$17,000 3000 - \$4,250</li> <li>2. Buyback days – 1175 - \$16,820 3000 - \$4,205</li> </ol>	Y

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home.</p> <p>School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.</p> <p>We will also work to strengthen our communication systems with our families by finding ways to make our communication more accessible to all families (seeking translators for various indigenous languages spoken by some families, making our workshops recorded live for families, and ensuring our family calendar is ready and accessible from the beginning of the year).</p>	AP Salary and benefits 1300 - \$283,784 3000 - \$70,946	Y

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	<p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p>	<p>1. Art, STEM, teacher salary and benefits listed here. 1110 - \$118,253 3000 - \$29,563</p> <p>AP Salary and benefits 1300 - \$283,784 (Repeated)3000 - \$70,946 (Repeated)</p>	Y

4	Use federal funding to supplement our curriculum	<p><b>Title I</b> Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p><b>Teacher Aide (Teacher Assistants)</b> T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p><b>Title II</b> Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Burlington 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-</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 - \$175,336 3000 - \$43,834 Teacher Aide Salaries 2111 - \$140,804 3000 - \$35,201</p> <p><b>TII –PD, Achievement Network, Induction tuition reimbursement for staff</b> 5211 - \$11,000 5852 - \$18,813</p> <p><b>TIII –</b> Director of Biliteracy and English Learners, Rosetta Stone Foundations  5849 - \$34,905 4311 - \$6,900</p> <p><b>TIV –</b> Ethnic studies materials, PD, stipends  1175 - \$4,000 3000 - \$1,000  College Field Trip 5812 - \$12,000</p>	[Y]
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	<p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III</p> <p>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>STEMScopes online subscription STEM Supplies 4111 - \$7,800</p>	
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Action #	Title	Description	Total Funds	Contributing
		Fund college exploration activities such as field trips to university campuses.		

## 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) 86.20%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%				100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Allocate funds to improve conditions of schools multi-purpose room (MPR) so students have a welcoming and safe environment for eating.</p> <p>Allocate funds to ensure a new TK classroom has adequate supplies and equipment</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 #1 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>Vendor Repairs 5631 - \$43,000</p> <p>HVAC Maintenance 5599 - \$8,976</p> <p>Custodial (internal/contracted) 2200 - \$74,059</p> <p>3000 - \$18,515</p> <p>5531 - \$86,550</p> <p>Campus Security Guards 5521 - \$36,000</p> <p>Non-Capitalized equipment 4411 - \$10,409</p> <p>25% of rent 5611 - \$143,794</p> <p>Office supplies 4351 - \$18,600</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, all of which raise the standard of excellence required for the unique needs of our population.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the 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 - \$90,504            3000 - \$22,626</li> <li>2. PNEDG cost            5881 - \$996,553</li> <li>3. Books            4211 - \$1,000</li> <li>4. Software            5861 - \$23,274</li> <li>5. SOM salary and benefits            2400 - \$65,920            3000 - \$16,480</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>The Assistant Principal of Student Services will lead a team of teachers called the School Culture Taskforce. These teachers will receive a stipend and will meet regularly to ensure we are being thoughtful, systematic, and responsive in building a vibrant, positive, supportive, and trauma-informed culture that aims to support students' social-emotional well-being.</p> <p>The Principal and API will allocate funds so that classes can take regular educational field trips to connect to their field of study.</p> <p>CNCA #1 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>		

# Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

# Goal 3

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

An explanation of why the LEA has developed this goal.
CNCA developed this goal to address state priorities 5. Pupil Engagement and 6. School Climate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 97.50%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 98.50%
Chronic Absenteeism Rate	(2019-2020) 3.91%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 2.5%
Suspension Rate	(2019-2020) 0.40%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	(2023-24) 0.15%
Expulsion Rate	(2019-2020) 0%				(2023-24) 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) 83.50%				(2023-24) 95%

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) 65%				(2023-24) 80%
Middle School Dropout rate	(2019-2020) 0%				(2023-24) 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 (FSC) and School Leadership Team 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. Host quarterly student success team meetings for students with less than proficient attendance or 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 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>Assistant Principal of Student Services will lead the COST Referral process with the support of the school's Mental Health Therapist and FSC to identify students or</p>	<p>FSC salary and benefits 2900 - \$60,745 3000 - \$15,186</p> <p>Registrars salary and benefits 2400 - \$39,672 3000 - \$9,918</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$58,595 3000 - \$14,649</p>	Y
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	<p>families that may need short-term or long-term wrap-around supports.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate.</p> <p>The school receptionist supports the whole office “customer service” approach to welcoming all stakeholders including staff, families, students and</p>		
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Action #	Title	Description	Total Funds	Contributing
		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 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>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.</p> <p>Partner with outside agencies to provide extracurricular opportunities</p> <p>We will use Dean's List software as tool for positive reinforcement and weekly student and family reports that provide feedback on students' decisions and engagement throughout the week.</p>	<p>Campus aides salary and benefits 2900 - \$76,683 3000 - \$19,171 ASES 5844 - \$177,559 Dean's List Software 5861 - \$4,675 (Repeated Cost)</p>	Y

# Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.01%	\$1,688,280

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 1's unduplicated student count is 100%. Since CNCA 1'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. Enter 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 LCAP 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	\$ 2,495,700	\$ 177,559	\$ -	\$ 491,593	3,164,852	\$ 1,527,719	\$ 1,637,133

[illegible]

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 2,495,700	\$ 3,164,852
<b>LEA-wide Total:</b>	\$ 2,495,700	\$ 3,164,852
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

[illegible]