LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2
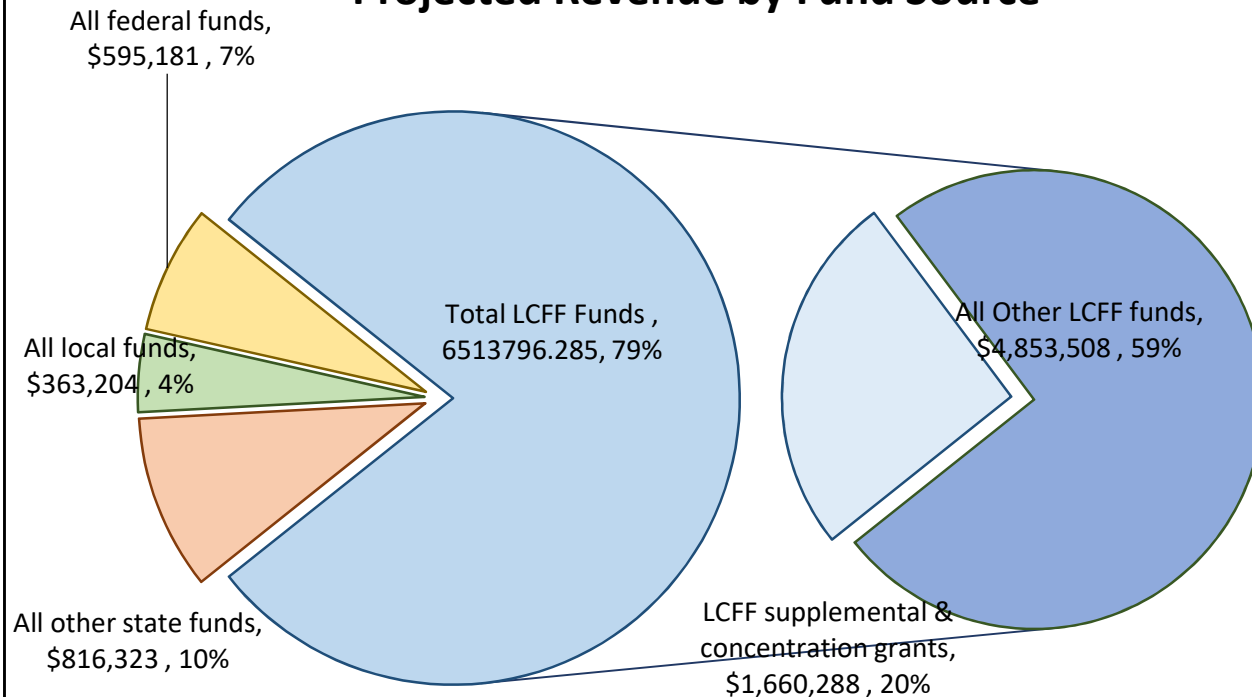
CDS Code: 19-64733-0127910

School Year: 2021 – 22

LEA contact information: Lawrence Boone, 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

All federal funds, $595,181 , 7%

All local funds, $363,204 , 4%

All other state funds, $816,323 , 10%

Total LCFF Funds , 6513796.285, 79%

All Other LCFF funds, $4,853,508 , 59%

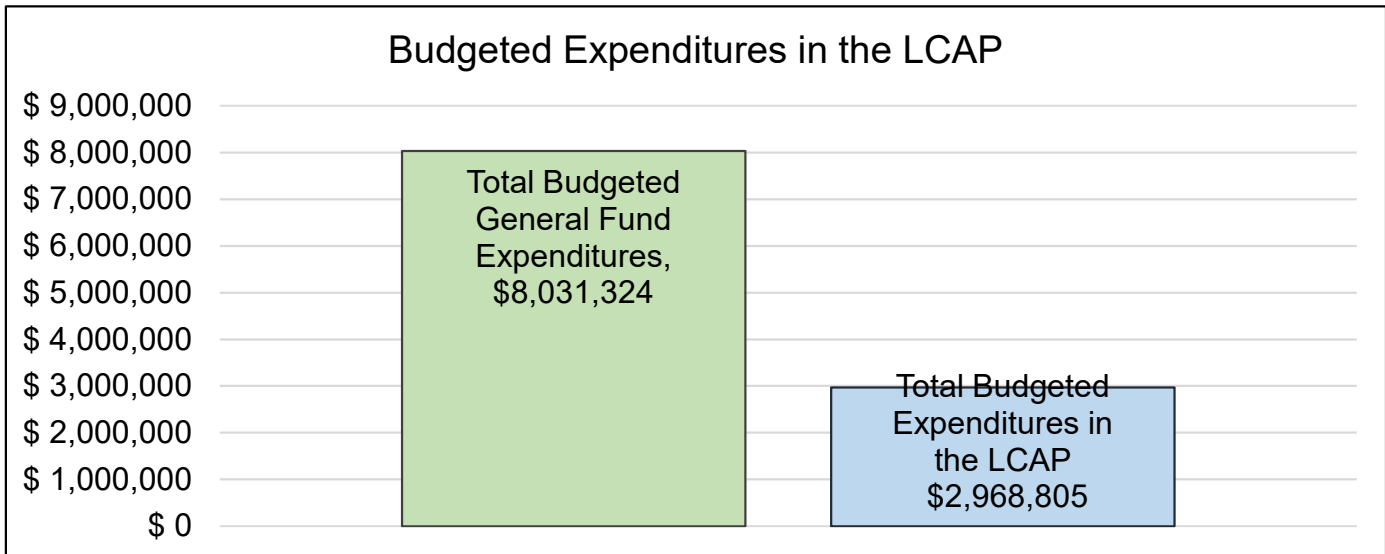LCFF supplemental & concentration grants, $1,660,288 , 20%

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

The total revenue projected for Camino Nuevo High #2 is $8,288,503.11, of which $6,513,796.29 is Local Control Funding Formula (LCFF), $816,322.60 is other state funds, $363,203.72 is local funds, and $595,180.51 is federal funds. Of the $6,513,796.29 in LCFF Funds, $1,660,288.09 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,031,324

Total Budgeted Expenditures in the LCAP $2,968,805

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

Camino Nuevo High #2 plans to spend $8,031,323.60 for the 2021 – 22 school year. Of that amount, $2,968,804.71 is tied to actions/services in the LCAP and $5,062,518.90 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
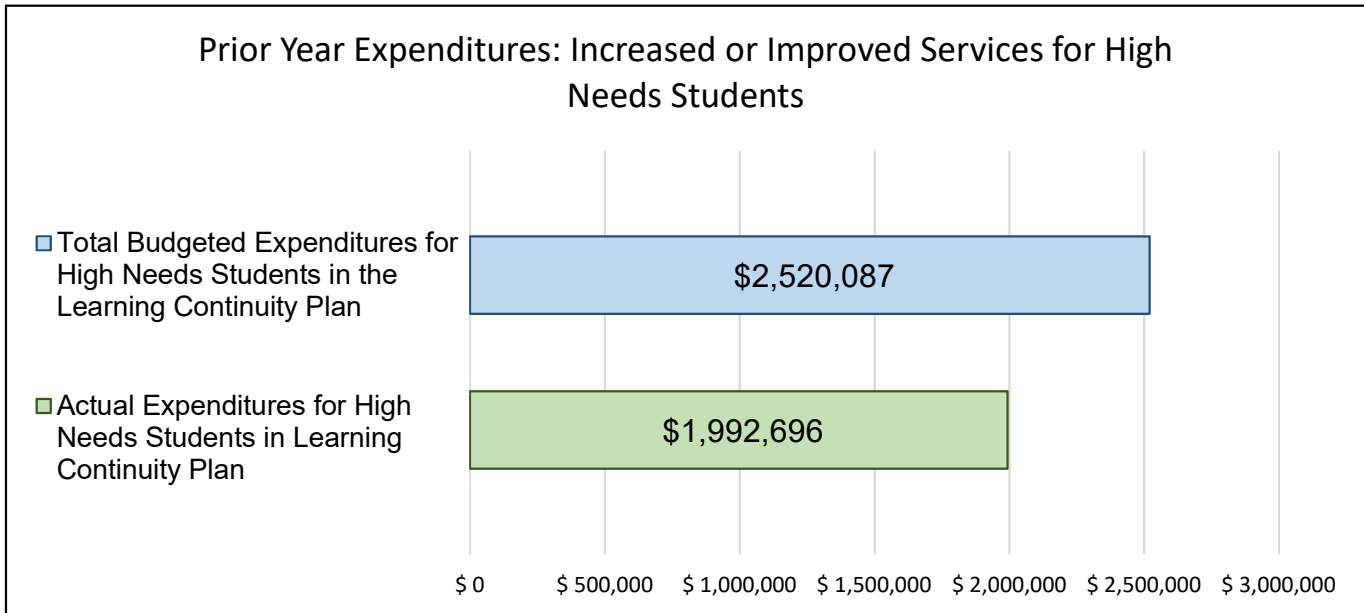
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

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

In 2021 – 22, Camino Nuevo High #2 is projecting it will receive $1,660,288.09 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo High #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo High #2 plans to spend $2,968,804.71 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,520,087

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,992,696

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

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

In 2020 – 21, Camino Nuevo High #2's Learning Continuity Plan budgeted $2,520,087.00 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent $1,992,696.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $527,391.00 had the following impact on Camino Nuevo High #2's ability to increase or improve services for high needs students:

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo High School #2	Larry Boone, Principal	Lawrence.boone@caminonuevo.org 213-736-5566

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

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
ELD Growth and Reclassification Rate 2018-2019 3% increase in reclassification rate from 17-18	[Add actual outcome here]
Lexile (reading) Levels 2018-2019 5% increase from 2017-2018	[Add actual outcome here]
Standards Proficiency in Math 2018-2019 All: 5% increase from 17-18 SBA performance data RFEP: 5% increase from 17-18 SBA performance data ELL: 5% increase from 17-18 SBA performance data SPED: 5% increase from 17-18 SBA performance data	[Add actual outcome here]
Curriculum and Instructional Framework 2018-2019 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content	
Highly Qualified Teachers 2018-2019 100% of teachers are appropriately assigned and fully credentialed in the subject areas	
AP Passage Rate 2018-2019 5% increase from 17-18 passage rate	

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Action 1
 	
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
 	
ELD Growth/Reclassification Rate: Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support
 	
    ELD teachers Systematic ELD curricular materials (kits) Professional Development
 	
    Release time for ELD assessment, analysis and response
 	
    RSP support for students with IEPs
 	
Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.
    CELDT/ELPAC
preparation materials
Professional development on ELPAC & ELD standards
Family workshops
 	
Provide targeted intervention for stagnant English Learners and Newcomers
ELD internal benchmark analysis to plan targeted intervention
	$10,000
	LCFF
	5000-5999 Services and Other Operating Expenses;
	PD
	$9,000
	LCFF
	5000-5999 Services and Other Operating Expenses; Release Time
	$20,000
	LCFF
	4000-4999 Books and Supplies; Student Materials
	$6,324
	Federal Revenues - Title III
	2000-2999 Classified Salaries; Intervention Instruction
	$2,108
	Federal Revenues - Title III
	3000-3999 Employee Benefits; Intervention Instruction - Benefits
		$ 39,000.00

Action 2 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 Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level School-wide reading level assessments 3x/year Time for analysis and planning for intervention teachers PD for all teachers to support low readers in the classrooms Online program to support literacy development Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.)	**$5,000** **LCFF** **5000-5999 Services and Other Operating Expenses;** **Software** **$5,000** **LCFF** **5000-5999 Services and Other Operating Expenses;** **Software** **$51,000** **LCFF** **6000-6999 Capital Outlay; Equipment** **$5,500** **LCFF** **6000-6999 Capital Outlay; Equipment – technology** **$201,641** **Federal Revenues - Title I** **1000-1999 Certificated Salaries; Intervention Instruction**	$ 164,995.00

Action 3 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 Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS Revise pacing plans, unit plans, and lesson plans Standards & student data analysis to guide instruction aligned to CCSS Training on curriculum and instructional framework for math PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities 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 Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class Data management (e.g. Illuminate, Schoolzilla) PD for teachers Maintain technology to be able to administer SBA assessments and interim assessments Computers	$7,000 LCFF 5000-5999 Services and Other Operating Expenses; PD $91,269 LCFF 1000-1999 Certificated Salaries; AP #1 $22,817 LCFF 3000-3999 Employee Benefits; AP #1 - Benefits $2,500 LCFF 5000-5999 Services and Other Operating Expenses; PD $83,921 LCFF 1000-1999 Certificated Salaries; AP #2 $20,980 LCFF 3000-3999 Employee Benefits; AP#2 - Benefits $100,000 LCFF	$ 369,347.25

	6000-6999 Capital Outlay;
	Shade Structure
	$14,000
	LCFF
	6000-6999 Capital Outlay; Bathrooms
	$86,097
	LCFF
	1000-1999 Certificated Salaries; Art Teacher
	$21,524
	LCFF
	3000-3999 Employee Benefits; Art Teacher - Benefits
	$12,000
	LCFF
	5000-5999 Services and Other Operating Expenses;
	PD
	$10,000
	LCFF
	5000-5999 Services and Other Operating Expenses;
	PD
	$22,652
	Federal Revenues - Title II

	5000-5999 Services and Other Operating Expenses; Professional Development	
Action 4 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 Curriculum & Instructional Frameworks: PD for teachers and leaders on standards-aligned curriculum and instructional frameworks Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks Train all teachers on school-wide instructional frameworks Training and release time for planning for consistent implementation of standards-based grading PD for history and science teachers on new history common core standards and NGSS	**$3,500** **LCFF** **4000-4999 Books and Supplies; Textbooks** **$21,000** **LCFF** **1000-1999 Certificated Salaries; Stipends** **$20,000** **LCFF** **4000-4999 Books and Supplies; Instructional materials** **$0** **;** **TITLE IV PURCHASING PLAN**	$ 44,500.00

Action 5 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 Highly Qualified Teachers: Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students All teachers will be highly qualified and maintain correct credentials		

Action 6
 	
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
 	
AP Pass Rate:
Support students to build the skills necessary for success in AP exams
    Literacy focus school-wide
    Targeted support and intervention
    AP-aligned curriculum in non-AP classes
    Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
    Test prep
PD for AP teachers
Send AP teachers to AP institutes and Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities 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
 	
Build a strong AP culture for investment from students and families
AP assemblies Awards
AP Fairs
	$5,000
	LCFF
	5000-5999 Services and Other Operating Expenses;
	PD	

Family meetings Collaboration with middle schools		

Goal Analysis

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

[Add text here]

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

[Add text here]

GOAL 2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

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

Attendance Rate	2018-19 Decrease number of chronically truant students by 10% from 2017-18 Increase % of students with	

	proficient attendance by 10% from 2017-18	
Suspension Rate	**2018-19** Maintain suspension rate at 1.5% or lower	
Experiential Learning	**2018-19** Greater than 90%	
Family Participation	**2018-19** 5% increase from 2017-18 of family attendance in workshops for families/parents	

Actions / Services

Action 1
 	
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
 	
Develop support structures for struggling and/or disengaged students:
 	
      Advisory (iConnect)classes/teachers
 	
      Check in with Dean of CultureCommunity partnerships Counselors
 	
      PD for teachers and staff on Positive Behavior Supports andRestorative Practices
 	
      School-wide communitybuilding activities
 	
      Technology (online program) totrack and monitor data related to student behavior/engagement (e.g.
 	
      Kickboard)
School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wideand grade-level issues as it pertains to student behavior
SARB meetings for attendance/truancy
	$74,000
	LCFF
	1000-1999 Certificated Salaries; Dean of Culture
	$18,500
	LCFF
	3000-3999 Employee Benefits; Dean of Culture - Benefits
	$75,906
	LCFF
	1000-1999 Certificated Salaries; Lead Counselor
	$18,977
	LCFF
	3000-3999 Employee Benefits; Lead Counselor - Benefits
	$66,586
	LCFF
	2000-2999 Classified Salaries; College Counselor #2
	$16,397
	LCFF
	3000-3999 Employee Benefits; College Counselor Asst
	$20,000
		$ 207,643.75

LCFF

5000-5999 Services and Other Operating Expenses;

Software

$5,500

LCFF

5000-5999 Services and Other Operating Expenses;

Sophmore Trip

$5,000

LCFF

5000-5999 Services and Other Operating

Expenses; Software

$18,600

LCFF

2000-2999 Classified Salaries; Tech Aide

$4,650

LCFF

3000-3999 Employee Benefits; Tech Aide - Benefits

$6,000

LCFF

5000-5999 Services and Other Operating Expenses;

	Field Trips - iconnect **$26,000** **LCFF** **1000-1999 Certificated Salaries; Summer School**	

ACTION 2
 	
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
 	
Provide incentives for positive attendance, behavior, and growth:
 	
    Attendance incentives Incentives for score points(behavior tracking) Awards ceremony
 	
    Field trips/activities
 	
Utilize alternatives to suspensionsMental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution
Referrals to drug counseling
Community partnerships
Offer after school enrichment opportunities on and off campus
After school program (tutoring and enrichment) Summer Internship program
Involvement with partner organizations
Build more community partnerships to provide more opportunities during the school day
Student mentoring (academic/college) SAT Prep classes
Local community college
	$62,220
	LCFF
	2000-2999 Classified Salaries; School Operations Manager
	$15,555
	LCFF
	3000-3999 Employee Benefits; School Operations Manager - Benefits
	$5,000
	LCFF
	4000-4999 Books and Supplies; Other Supplies
	$5,000
	LCFF
	5000-5999 Services and Other Operating Expenses; Software
	$15,000
	LCFF
	6000-6999 Capital Outlay; Computer Lab
	$54,122
	LCFF
	2000-2999 Classified Salaries;
	Family & Student Services Coordinator
	$13,531
	LCFF
	3000-3999 Employee
		$ 220,254.25

| | Benefits; | |
| | Family & Student Services Coordinator - Benefits | |

ACTION 3		
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 Utilize alternatives to suspensions Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict- resolution Referrals to drug counseling Community partnerships	$0 LCFF 5000-5999 Services and Other Operating Expenses; Field Trips $2,000 LCFF 4000-4999 Books and Supplies; Other Supplies $87,895 LCFF 5000-5999 Services and Other Operating Expenses; Mental Health - Program Fee $0 LCFF 3000-3999 Employee Benefits; Mental Health Therapist - Benefits $16,650 LCFF 2000-2999 Classified Salaries; Campus Aide	$ 158,392.00

	$4,163 LCFF 3000-3999 Employee Benefits; Campus Aide - Benefits $32,788 LCFF 2000-2999 Classified Salaries; Security $8,197 LCFF 3000-3999 Employee Benefits; Security - Benefits $26,750 LCFF 5000-5999 Services and Other Operating Expenses; College Trips $5,000 LCFF 5000-5999 Services and Other Operating Expenses; PD $0	

		; Landscape Beautification	
ACTION 4 **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-wideLocation: All Schools Offer after school enrichment opportunities on and off campus After school program (tutoring and enrichment)Summer Internship program Involvement with partner organizations		**$3,760** **LCFF** **5000-5999 Services and Other Operating Expenses;** **Service Learning Trip** **$26,000** **LCFF** **5000-5999 Services and Other Operating Expenses;** **Sports Transportation**	$ 17,557.00

ACTION 5 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 Offer after school enrichment opportunities on and off campus After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations	**$1,800** **LCFF** **5000-5999 Services and Other Operating Expenses;** **PSAT Testing Fee** **$14,000** **LCFF** **5000-5999 Services and Other Operating Expenses;** **SAT & ACT Prep** **$18,870** **LCFF** **2000-2999 Classified Salaries; College Counselor Assistant** **$4,718** **LCFF** **3000-3999 Employee Benefits; College Counselor Assistant - Benefits**	$ 47,548.75

Goal Analysis

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

All actions/services were implemented as planned.

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

Successes – We continued to implement restorative practices throughout the school. Teachers implemented restorative conversations and community building circles throughout campus. All leaders were also trained on how to implement harm circles and re-entry conferences. We also switched to from Kick Board's PBIS software to Dean's List PBIS software. Dean's List has had a positive influence of staff and students. In addition, our after-school program continues to be popular with students and parents.

Challenges – We continue to add more academic components to our after-school program. Currently, it is very popular because mainly focuses on enrichment. We would like to strengthen tutoring for our most needy students. We also continue to work on our decreasing our chronically absent rate. It was difficult to do this during distance learning as some students just did not respond and home visits were not an option.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	$90,448 Object Code 4371, 4399 LLMF CR $84,996 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	$ 146,053.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Collect and analyze participation data from Spring of 2020.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	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.	$20,498 Object Code 1300 LCFF Supplemental/Concentration $21,716 Object Code 2400 LCFF Supplemental/Concentration $71,235 Object Code 1000, 2000, & 3000 Series ESSER	$ 20,498.00	Y

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

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

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	$13,928 Object Code 4311 LLMF CR	$ 23,321.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	$30,586 Object Code 5861 LLMF CR	$ 7,354.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	$15,000 Object Code 5852 TITLE II $11,191 Object Code 5852 LLMF CR $81,700 Object Code 4110, 4311, 4411, 5311 LLMF CR $29,441 Object Code 4311, 5852 LLMF GEER	$156,602.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y

		$175,191.00	
Provide access to devices and connectivity.	$46,868 Object Code 4411 LLMF GF $278,062 Object Code 4411, 5631, 5999 LLMF CR $24,529 Object Code 4411, 5999 ESSER		Y

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).	$13,928 Object Code 4311 LCFF Supplemental/Concentration	$ 4,184.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	$22,893 Object Code 5849 LLMF CR	$ 14,228.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	$20,498 Object Code 1300 LCFF Supplemental/Concentration	$ 20,498.00	Y

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

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data

analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

Analysis of Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

Analysis of Pupil and Family Engagement and Outreach

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

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	$87,440 Object Code 5849 ESSER	$ 86,785.80	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	$500 Object Code 5859 LLMF CR $125,351 Object Code 2200 LCFF Supplemental/Concentration $53,381 Object Code 2400 LCFF Supplemental/Concentration	$212,041.25	Y
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	$5,150 Object Code 4399, 5621 LLMF CR	$ 9,180.00	Y
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	$866,004 Object Code 5881 LCFF Supplemental/Concentration	$843,949.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	$47,333 Object Code 1000, 2000 & 3000 Series LLMF CR	$ 47,333.00	Y

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

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

• Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.

• School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.

• In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.

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

Overall Analysis

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

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

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

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

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

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

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

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

The 2019 LCAP and 2020-21 Learning Continuity Plan both will be used to make future plans in the following areas.

Mental Health and Well Being: This will be a major focus moving forward. Many of our stakeholders have experienced significant trauma due to the global pandemic. The plan moving forward is to enhance these services schoolwide. We have hired an additional mental health counselor at 60% who will not only see clients, supervise additional trainees, run support groups and support the overall school program.

Professional Development: While this year we focused on improving synchronous and asynchronous instruction, next year we will move to support teachers will hybrid instruction more. We will add additional professional development days next year. This time will be spent on capacity building in: hybrid learning pedagogy, implementation of an multi-tiered system of supports, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

Staffing: We will support our most vulnerable populations even more. We have hired an additional ELD teacher and ELD Teaching Aide to focus on the needs of ELD students in the general classroom setting and dedicated ELD spaces. These additional staff members will

provide whole group, small group and push in services. Additional ELD curricular materials will help support our students and families even further. We have also added an additional Special Education teacher and Special Education TA. The addition of these staff members will help support our SWD in the general education classroom. We have hired an additional mental health counselor at 60% who will not only see clients, supervise additional trainees, run support groups and support the overall school program. An additional math teacher has been added to the faculty as well to help focus on efforts on math instruction moving forward. This teacher will help provide much need intervention and remediation support.

Technology: While I biggest challenges this year were ensuring everyone had devices and connectivity, we will pivot to ensuring our on campus infrastructure is ready to support hybrid instruction. We will continue to support our students both in school and at home. Student will have both a Chromebook at home and at school in each class. We will also continue to provide hotspots for every student who needs one. On campus, we will be install SmartBoards in every classroom that they be installed in to enhance instruction and support possible hybrid instruction. Teachers will also be provided with laptops that fold in tablets, pens for those computers and new Elmos.

Curriculum and Instruction: Next Year our focus will be on supporting our teachers will preventing any future learning loss and providing much needed intervention help. We will be supporting our multi-tiered system if supports by purchasing a researched and standards based assessment system such as Iready or NWEA's Map Testing. This will allow us to better diagnose where students are doing well and where support is needed. These assessments will be given three times per year and allow us the teachers to make instructional changes and the school to provide programmatic changes in real time. Each department budget for curricular materials will receive additional funds to ensure departments have what they need to support student learning. We will 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.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o 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 High School 2	Lawrence Boone, Principal	Lawrence.Boone@caminonuevo.org (213) 736-5566

Plan Summary 2021-2022

General Information

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

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

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

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

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

Reflections: Successes

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

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

• LevelSet (Achieve3000's Lexile assessment)

• Math benchmarks using the Inspect Illuminate Itembank

• CAASPP Interim Assessment Blocks for ELA and Math

• CNCA High School Writing Assessments

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

Quarter One Diagnostic Results:

9th Grade

• Organization was apparent in all samples

• Students writing how they verbally communicate

10th Grade

• Reading Comprehension was strong across all data samples

• Basic writing conventions

• Selecting supporting evidence, integrating, and analyzing needs improvement

11th Grade

• Paragraph structure shows students understand how to format an essay

• Evidence was, for the most part, cited correctly

• Academic language is slightly improving

Plans for Quarter 2 Based on Quarter 1 Data

9th Grade

• Work on paragraph organization

• Work on how to identify relevant quotes

10th Grade

• Use of direct quotations needs to be strengthen

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

12th Grade

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

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

Across the Board Changes for Quarter 2

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

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

• Make sure students with IEPs receive sufficient accommodations.

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

Changes represented in Quarter 2

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

• Texts based prompt for quarter 2

• Practicing with the quote identification and integration

Across the Board Changes for Quarter 3

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

Completion Rates for Quarter 3 decreased for every grade level

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

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

12th – Students struggling with motivation

9th Grade Benchmark Scores

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

10th Grade Benchmark Scores

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

12th Grade Data was not entered at the time

General Reflections

9th grade student work has improved.

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

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

Reflections: Identified Need

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

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

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

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

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

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

- Continuous work on ensuring a written viable math curriculum for all students – Beginning last year and continuing this year, our Math teachers have been developing their own CPM focused unit plans and a modified year-long pacing plan. Every week, we have provided our teachers with department wide planning time to intellectually prepare for the upcoming weeks. Additionally, at the end of every quarter, a cross-site space has been created to analyze benchmark data and to adjust their instruction as necessary.

- A narrow math instructional focus – This is the fourth year of the implementation of our organization wide math framework. We have a clear school-wide instructional focus for math this year – provide students with standards-based instruction and include intentional

student to student mathematical discourse. We have also made sure teachers have time to analyze unit and quarterly assessment data in order to analyze the results and then use them to guide instruction.

- More Instructional Support for Teachers - This year, like last year, we are deeply focused on holding ourselves accountable as a leadership team to ensuring we are consistently observing in classrooms, holding teachers accountable to our school-wide priorities, and providing teachers with bite-size actionable feedback.

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

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

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

- Additional supports for Mathematics:

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

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

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

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

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

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

- A Focus on Data Driven Instruction – This year we have focused even more on ensuring that we use data to diagnose and take action. For Math, the critical components our data driven instruction include:

  o BOY Diagnostic (We use FIABs, IABSs, etc.) – To Surface major learnings from prior grades and provides specific information about student strengths and areas of need.

  o CPM Unit Assessments: By implementing these assessments, teachers have been able to surface major learning taught within a unit.

  o Quarterly Benchmarks (FIABs/IABs and Illuminate): These quarterly assessments have served as a network-wide opportunity to "check the pulse" on our standards-driven instruction and student learning.

  o Consistent Formative and "Just in Time" Interventions (Kahoot, Peardeck, Exit Tickets, etc.) – Our math teachers use Intellectual Preparation time to understand, diagnose and take action. We will intellectually prepare within the standards and texts, analyze student work, and create targeted action plans that aim to accelerate learning.

  o Ensuring More Time for Intellectual Preparation – This year we have focused on ensuring that our math teachers have support and time for:

    ▪ Prioritizing the most critical grade-level content for each grade and subject
    ▪ Studying these standards deeply

- Identifying the prerequisite knowledge, skills, and academic vocabulary that students will need access to grade level content.

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

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

Areas of Strength:

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

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

In Progress:

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

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

Areas of Growth:

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

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

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

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

LCAP Highlights

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

Returning to school on the heels of a pandemic has been challenging for our school community, espcially our most vulnerable populations. This current LCAP seeks to provide much needed support for both academics and social emotional learning for our most vulnerable populations. This LCAP seeks to support all students – especially our English Language Learners, our Resource Students and those needing mental health support. In addition to adding an English Language Development teacher, we have also added an additional ELD TA to help support our English Language learners. This will provide the necessary language support needed to help them access the curricula. For our RSP students, we have added an additional teacher and RSP TA as well. Providing more support for our students with disabilities will provide them with the resources they need to be successful in their genral education courses. Furthermore, we are also adding an additional licensed mental health counselor. This additional resource will help provide much needed support for students and staff who have experienced varying degrees of loss during from the pandemic. Adding these additional resources will help strengthen our multitiered system of supports designed to strengthen our interventions schoolwide. In addition to providing personnel, we have also added more comprehensive diagnostic testing and intervention classes to ensure we are intervening as early as possible.

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.

A total of three meetings were held with faculty and staff. One was held during our Friday morning professional development time and two were held after school. Teachers were paid $35 per hour to attend the afternoon meetings. We also presented the plan at our School Based Council Meeting which was held on May 26, 2021. In general, feedback centered on additional courses we should consider adding such as Art History, Gender Studies and Queer History. Faculty members also suggested that we need to add more clubs at the school and gender supports on campus. Another faculty member suggested that we add additional opportunities for collaboration for departments and grade level time.

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

We continue to explore ways to add additional elective courses. We are currently looking at ways to add more ethnic and gender studies courses. We are also currently reviewing the bell schedule to ensure we provide a space for departments and grade levels to have weekly collaboration time.

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: 38.18% ELA Level 4: 27.27%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA Level 3: 40% ELA Level 4: 35%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 12.73% Math Level 4: 2.73%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math Level 3: 30% Math Level 4:15%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 17.14% Science Level 4: 3.81%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Science Level 3: 30% Science Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 31.80% EL Reclassification Rate: 17.30% (2019-2020) EL Reclassification Rate: 22%				ELPAC: 40% EL Reclassification: 30%
Pupils that pass AP exams with a score of 3 or higher	((2019-2020) 25%				45%
Pupils prepared for college by the EAP (Gr.11 SBAC)	(2018-2019) 40.9%				55%
A-G requirements progress. This data can be repeated for priority 5 because they are the same as A-G (graduation rate).	(2019-2020) 100%				100%
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

				Y
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. 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. Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. Review/Revise pacing plans Provide CPM licenses and training for students and teachers Provide verified data source assessment to help determine which students need support College counselors support students in completing A-G courses prior to graduation and preparation for post-secondary plans. Provide College Counselor Assistant to support college counselors with providing services to our students and their families. Our college counseling department is especially helpful for our low-income and English Learner families, many of which are navigating the college admissions landscape for the first time. We strive to hire staff to these positions who are bilingual to ease communication with English Learner families.	1. Teacher stipends 1175 - $21,000 3000 - $5,250 2. Buyback days 1175 - $16,240 3000 - $4,060 3. College Counselors salary and benefits 1300 - $132,991 3000 - $33,248 4. College Assistant's salary and benefits 2900 - $19,703 3000 - $4,926	

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	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. School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.	AP Salary and benefits 1300 - $280,840 3000 - $70,210	Y

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	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. 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. The assistant principal will train and develop all teachers around an aligned vision for active engagement in the classroom. The school will provide a variety of election choices that include Art, Computer Science, Spanish, PE, Yearbook and Leadership to support our literacy and provide student choice.	1. Art, Computer Science and Spanish teacher salary and benefits1110 - $277,102 3000 - $69,276 2. AP Salary and benefits 1300 - $280,840 (Repeated) 3000 - $70,210 (Repeated)	Y

| 4 | Use federal funding to supplement our curriculum | Title I
Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

Title II
Staff tuition reimbursement. CNCA reimburses teachers up to $4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.

Dalzell Lance is partnering with Relay next year to accelerate our adult development of ELA intellectual preparation and instructional practices. We also partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.

Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction

Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.

Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science) | Title I
Title II
Title III
Title IV

Federal Funding sources:
Teacher allocation for
TI -
% teacher time for ELA
    1110 - $147,802
    3000 - $36,950
TII – PD, Achievement Network tuition reimbursement for staff (MD description)
    5211 - $20,000
    5852 - $563

TIII –
Director of Biliteracy and English Learners, Rosetta Stone Foundations
5849 - $34,905
4311 - $6,900

TIV –
Ethnic studies materials, PD, stipends
1175 - $4,000
3000 - $1,000

College Field Trip
5812 - $12,000

STEMScopes online subscription
STEM Supplies
4111 - $7,800 | Y |

| | | 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

Train and develop all teachers around an aligned vision for active engagement in the classroom

Title III

The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners

Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners.

Title IV

Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience

STEMScopes/STEM Materials – Implement NGSS-aligned curriculum

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) 88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local indicator: # of students with standards-aligned materials	(2019-2020) 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Local Indicator: % of students enrolled in college-readiness courses	Baseline to be established in SY 2021-2022				
Local Indicator: whether school meets expectations of the CNCA facility audit	Baseline to be established in SY 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing

1	Ensure adequate school facility operations	Ensure the school's classrooms and offices have adequate supplies and equipment
		
		Purchase Video Surveillance System
		
		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.
		
		Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.
			Vendor Repairs
			    5631 - $35,000
			HVAC Maintenance
			    5599 - $6,984
			Custodial (internal/contracted)
			    2200 - $54,288
			    3000 - $13,572
			
			Non-Capitalized equipment
			    4411 - $61,898
			25% of rent
			    5611 - $133,301
			Office supplies
			4351 - $18,000
				Y

| 2 | Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language) | <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.

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.

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

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. | 1. PE, Science teacher salary and benefits listed here. 1110 - $73,588 3000 - $18,397
2. PNEDG cost 5881 - $924,524
3. Books
4. Software
5. Consultants
6. SOM salary and benefits 2400 - $65,368 3000 - $16,342 | Y |

Action #	Title	Description	Total Funds	Contributing
		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. Dalzell Lance 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. Books 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) Purchase Books and materials for professional study Software Purchase student data software to track both academic data as well as attendance and behavior Consultants Hire a part time instructional coach/consultant to provide additional instructional coaching and support to Els, Foster Youth Hire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.		

Goal Analysis 2021-2022

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 93.60%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%
Chronic Absenteeism Rate	(2019-2020) 21.79%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	10%
Suspension Rate	(2019-2020) 3.00%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	1%
Expulsion Rate	(2019-2020) 0%				0%
Local 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) 60%				75%

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) 56%				70%
High School Dropout Rate	(2019-2020) 4.72%				2%
High School Graduation Rate	(2019-2020) 95.28%				98%

Actions

Action #	Title	Description	Total Funds	Contributing

| 1 | Leverage school staff across departments to foster positive pupil engagement | 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.

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.

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.

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.

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 | FSC salary and benefits
    2900 - $57,462
    3000 - $14,366
Registrars salary and benefits
    2400 - $40,194
    3000 - $10,049
Front office clerks/staff positions salary and benefits
    2400 - $68,382
    3000 - $17,096 | Y |

students or families that may need short-term or long-term wrap-around supports.

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.

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.

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.

The school receptionist supports the whole office "customer service" approach to welcoming all

Action #	Title	Description	Total Funds	Contributing
		stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as 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	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. 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. 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.	Campus aides salary and benefits 2900 - $43,643 3000 - $10,911	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
34.21%	$1,660,288

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

Required Descriptions

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

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for all students. CNHS 2's unduplicated student count is 95%. Since CNHS 2's unduplicated student count is so high, schoolwide services described are for English learners, foster youth and low-income students. Highlights of the schoolwide services that were developed especially for foster youth, English Learners, and low-income students is summarized in the description below. These groups of students are also prioritized for in-person instruction as soon as it becomes a viable offering.

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

Low Income:

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

Foster Youth:

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

- Daily advisory (socio-emotional check-in and community building with the teacher)

- Mindfulness instruction and practice

- Interactions with teachers who implement a 4:1 positive to correct comment ratio

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

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

English Learners

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

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o 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)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

      o   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.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e 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, tent 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, tent 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, tent 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 l Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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		$ 2,701,543	$ -	$ -	$ 267,262	2,968,805	$ 1,653,605	$ 1,315,200

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide necessary standards-aligned curric	All	$ 237,418				$ 237,418
1	2	Support parents in helping their students inc	All	$ 351,050				$ 351,050
1	3	Provide elective courses	All	$ 346,378				$ 346,378
1	4	Use federal funding to supplement our curric	All				$ 267,262	$ 267,262
2	1	Ensure adequate school facility operations	All	$ 389,766				$ 389,766
2	2	Ensure students have access and are enrol	All	$ 1,114,831				$ 1,114,831
3	1	Pupil Engagement Leverage school staff ac	All	$ 207,548				$ 207,548
3	2	School Climate Provide student-facing supp	All	$ 54,554				$ 54,554
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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 2,701,543	$ 2,968,805
LEA-wide Total:	$ 2,701,543	$ 2,968,805
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide necessary standards-aligned curricu	LEA-wide	Low-Income, English Learners	All	$ 237,418	$ 237,418
1	2	Support parents in helping their students inc	LEA-wide	Low-Income, English Learners	All	$ 351,050	$ 351,050
1	3	Provide elective courses	LEA-wide	Low-Income, English Learners	All	$ 346,378	$ 346,378
1	4	Use federal funding to supplement our curric	LEA-wide	Low-Income, English Learners	All		$ 267,262
2	1	Ensure adequate school facility operations	LEA-wide	Low-Income, English Learners	All	$ 389,766	$ 389,766
2	2	Ensure students have access and are enrol	LEA-wide	Low-Income, English Learners	All	$ 1,114,831	$ 1,114,831
3	1	Pupil Engagement Leverage school staff ac	LEA-wide	All	All	$ 207,548	$ 207,548
3	2	School Climate Provide student-facing supp	LEA-wide	All	All	$ 54,554	$ 54,554
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