Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

•**All other state funds (row 12):** This amount is the total amount of other state funds (do not include including LCFF funds) the LEA estimates it will receive.

•**All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

•**Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Para Los Ninos Charter
CDS code:	19 64733 6120489
LEA contact information:	Norma Silva, nsilva@paralosninos.org, 213-239-6605
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	**Amount**
Total LCFF funds	$ 3,509,014
LCFF supplemental & concentration grants	$ 971,051
All other state funds	$ 1,648,648
All local funds	$ 30,167
All federal funds	$ 1,621,988
Total Projected Revenue	$ 6,809,817

Total Budgeted Expenditures for the 2021 – 22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 7,708,620
Total Budgeted Expenditures in the LCAP	$ 6,534,710
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,175,817
Expenditures not in the LCAP	$ 1,173,910

Expenditures for High Needs Students in the 2020 – 21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 665,132
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 356,749

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	District-wide network support lead staff, internet service, auditor fees, legal costs, capital outlay, and non-capitalized equipment.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Para Los Ninos Charter

CDS Code: 19 64733 6120489

School Year: 2021 – 22

LEA contact information: Norma Silva, nsilva@paralosninos.org, 213-239-6605

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).
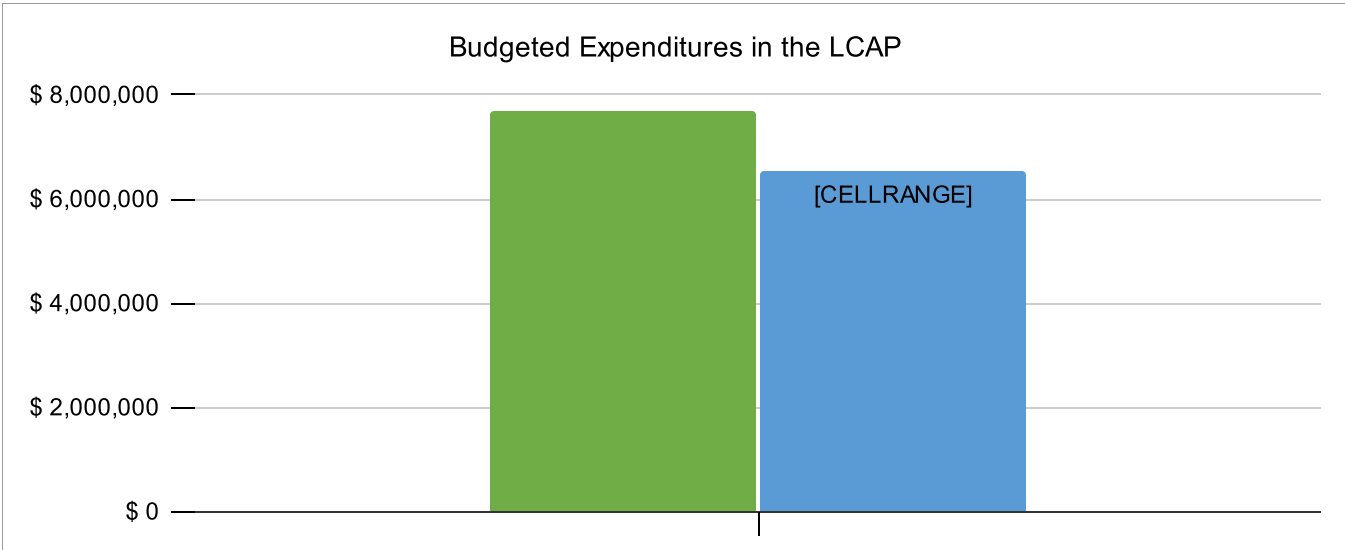
Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 2,537,963 (37.3%)

$ 1,648,648 (24.2%)
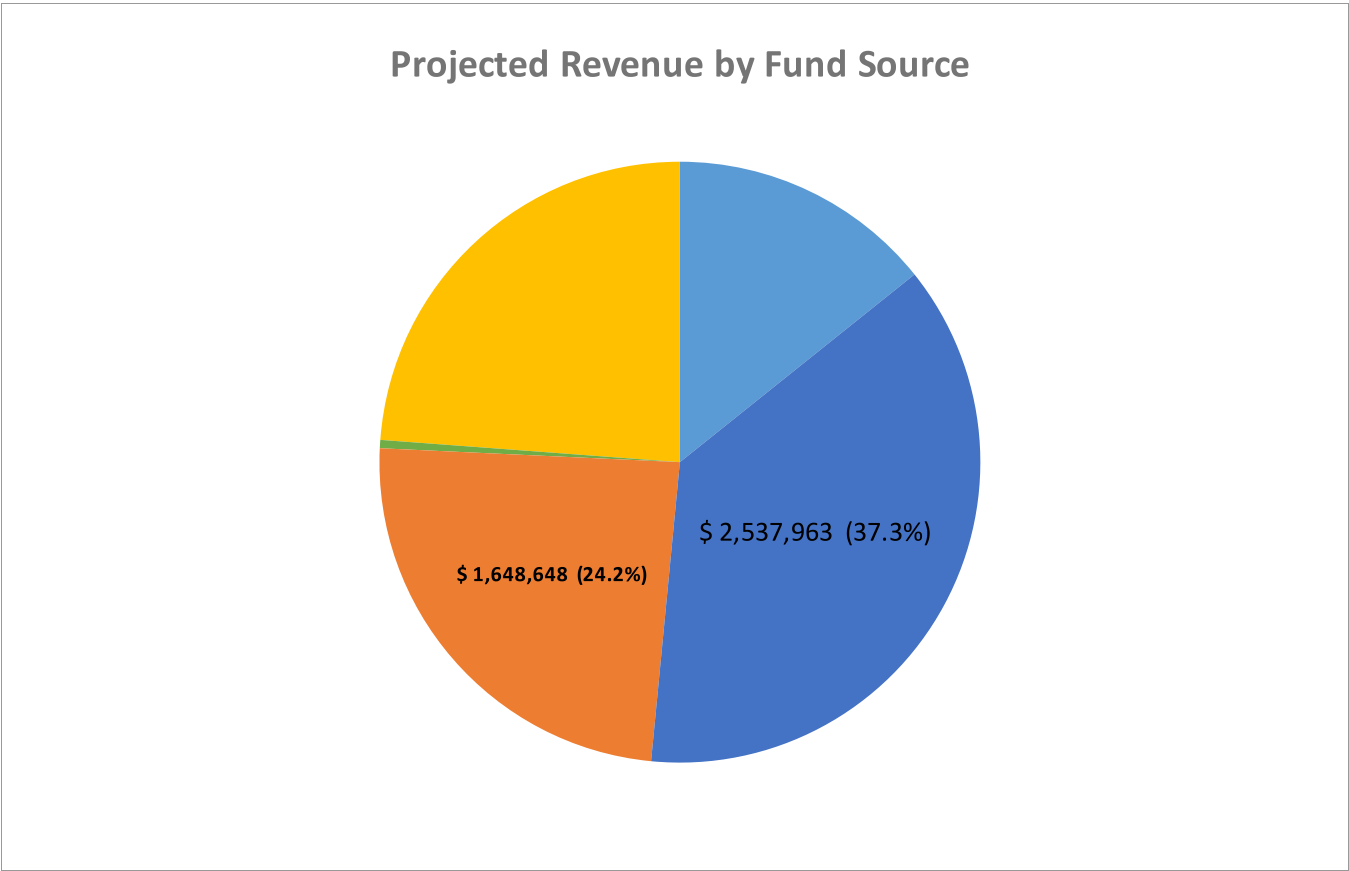
This chart shows the total general purpose revenue Para Los Ninos Charter expects to receive in the coming year from all sources.

The total revenue projected for Para Los Ninos Charter is $6,809,817.00, of which $3,509,014.00 is Local Control Funding Formula (LCFF), $1,648,648.00 is other state funds, $30,167.00 is local funds, and $1,621,988.00 is federal funds. Of the $3,509,014.00 in LCFF Funds, $971,051.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

[Bar chart showing two bars. Y-axis ranges from $0 to $8,000,000 in increments of $2,000,000. Green bar reaches approximately $7,700,000. Blue bar labeled [CELLRANGE] reaches approximately $6,500,000.]

This chart provides a quick summary of how much Para Los Ninos Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Para Los Ninos Charter plans to spend $7,708,620.00 for the 2021 – 22 school year. Of that amount, $6,534,710.00 is tied to actions/services in the LCAP and $1,173,910.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
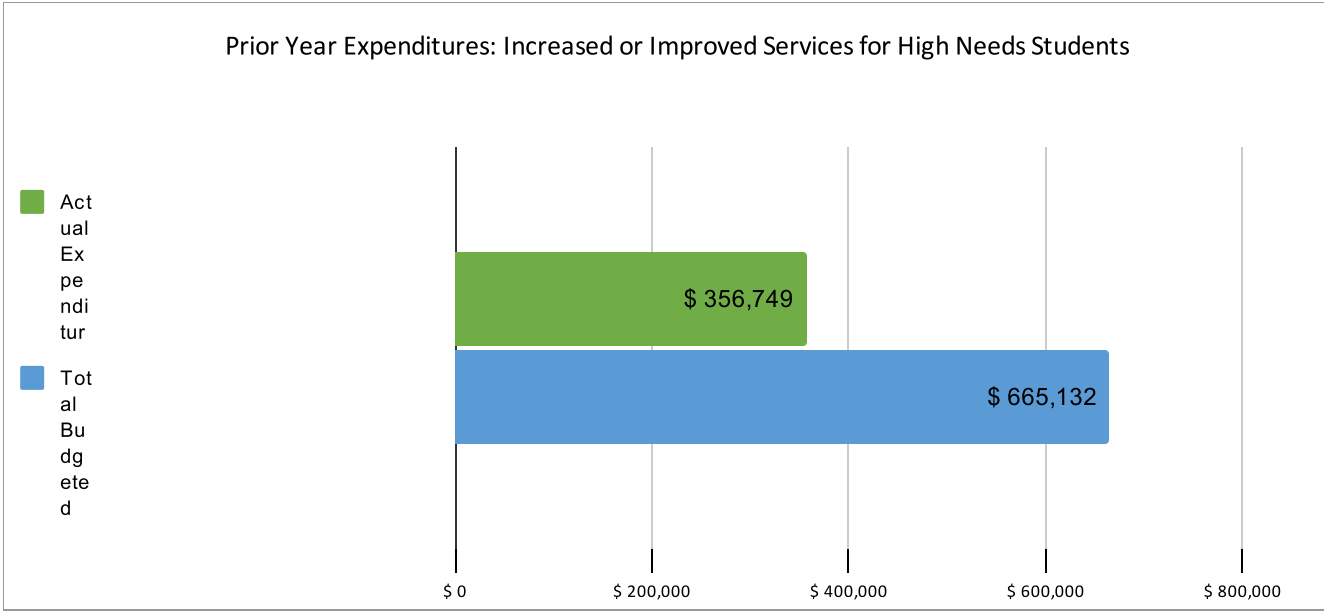
District-wide network support lead staff, internet service, auditor fees, legal costs, capital outlay, and non-capitalized equipment.

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

In 2021 – 22, Para Los Ninos Charter is projecting it will receive $971,051.00 based on the enrollment of foster youth, English learner, and low-income students. Para Los Ninos Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Para Los Ninos Charter plans to spend $2,175,817.00 towards meeting this requirement, as described in the LCAP.

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

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

Actual
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$ 356,749

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$ 665,132

$ 0	$ 200,000	$ 400,000	$ 600,000	$ 800,000

This chart compares what Para Los Ninos Charter 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 Para Los Ninos Charter 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, Para Los Ninos Charter's Learning Continuity Plan budgeted $665,132.00 for planned actions to increase or improve services for high needs students. Para Los Ninos Charter actually spent $356,749.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $308,383.00 had the following impact on Para Los Ninos Charter's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

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
Para Los Niños Charter	Norma Silva, Principal	nsilva@paralosninos.org (213) 239-6605

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

Safe School & Productive Environment: All students will have access to a safe and productive environment, starting with a facility that is in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Ongoing deferred maintenance	Regular deferred maintenance completed through the COVID-19 shutdown.

| Licensing of playground. | We did not license the playground, as we were addressing issues that held a higher priority due to Covid-19. |

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue basic repairs and deferred maintenance	$50,000	$50,498

Goal Analysis

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

Preventative maintenance on HVAC system was done to better ensure a comfortable learning environment. Work was done on school aesthetics interior and exterior (including wall repair, painting of all classrooms, hallways, restrooms, and flooring) and door locks changed and rekeying. Some funds were expended to repair soft turf on the playground equipment.

Goal 2

All students shall have access to engaging, culturally relevant texts and technology that are aligned with Common Core State Standards State and/or Local Priorities addressed by this goal:

State Priorities: 2,5,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Students have CCSS aligned curriculum in math, ELA, Science, Social Studies: 100% all students have in all areas CCSS aligned standards materials	In academic year 2019-2020, PLNCES took the following steps to provide 100% of our students access to standards-based curriculum: ● in English Language Arts through the adoption and first year implementation of the CCSS aligned curriculum of EL Education Curriculum ● continued implementation of Math Expressions, CCSS aligned curriculum ● Inquiry based curriculum in Social Studies and Science aligned with NGSS and the CA History and Social Science Content Standards

Teachers receive Professional Development for new curriculum purchased: Aligned to CCSS in the area of Math, ELA and social science (100% teacher trained)

Our focus for the 2019-2020 school year was to provide 100% of our teachers with professional development on the implementation of the newly adopted EL Education curriculum in English Language Arts. The TNTP group provided teachers/administrators with monthly professional development in how to implement the components and the instructional practices of EL Education. In addition, administrators also received professional development in how to observe and assess the implementation of the instructional materials. Teachers also received professional development in mathematics in understanding Mathematical Practices and implementation of strategies in teaching mathematical thinking.

Technology increase at the school site for students: 25% of technology purchased to reach student ratio goal 3:1	By fall of 2019, our school reached the 3 students to 1 computer ratio.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase of materials, PD for teachers	$60,000	$65,735

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 funds were expended.

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

The school purchased the EL Education Curriculum in English Language Arts for K-5th grade, and contracted TNTP for Professional Development. Professional development was provided during this first year of implementation of the EL Education curriculum. A focus was on the components, intellectual planning, and instructional practices of the EL Education curriculum. Professional development included analysis of lessons, structure of modules, and access to grade level standards and rigor. In addition, there was a focus on how to meet the needs of diverse learners such as English Learners and SPED, students with IEPs. Administrators received coaching in observation walk-throughs to gather data on the fidelity of the implementation. Support for teachers included lesson observations of implementation of foundational skills at the primary level, support during grade level planning. This is considered to be the beginning stages of implementation of EL Education. PD/training is needed to develop peer coaching to further support teachers in developing their skills in providing a higher level of rigor in teaching and shifting the academic ownership to students.

Goal 3

All students will have access to appropriately credentialed teachers and the assigned teachers will understand and effectively implement Common Core State Standards across content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100% of teachers will be credentialed	94% of our teachers are fully credentialed; 6% hold an emergency credential.
100% of teachers are putting professional development to practice in their classroom in the area of Math, ELA, Science, and technology including all 21st century skills to push rigor for our students	100% of our teachers put professional development into practice in the area of ELA through the EL Education Curriculum, and in the area of Math, understanding ELA standards and Mathematical Practices.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Coaching, credentialing, PD	$50,000	33,890

Goal Analysis

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

Funds that were not expended ($16,110) were used for partial staffing of an Education Technology Coordinator position across Para Los Ninos Schools. This position was deemed important to create a needs assessment in technology, create a plan for the acquisition of technology, and a professional development plan in the use of technology.

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

Funds were successfully used to provide professional development, demonstration lessons, and coaching for teachers. The PD Coaches created presentations on Mathematical Practices, open-ended warm-ups, and problem-solving to promote the eliciting of student thinking. Presentations were also developed in visual arts integration in Science and Social Studies. Lessons were observed in the classroom in mathematics and support was provided along with relief time for the teacher to coach. In addition, the teachers worked to support new teachers with planning in mathematics and English Language Arts. New/beginning teachers reflected thoughtful planning and implementation of the professional development offered. As mentioned in goal 3, teachers also put the EL Education PD into practice as they implemented the new curriculum in English Language Arts. The technology coordinator provided professional development in using the current SmartBoards that the school had; the PD was also put into practice by our teachers.

Goal 4

Students will demonstrate proficiency in the content area of ELA/Math.

State Priorities: 4,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual

Students will be proficient in the area of Math: 70% of EL have shown progress in the area of math and 50% or more of the students are proficient in the area of Math. The gap between EL's and EO's will decrease by 10%.	Due to the Covid-19 pandemic, students did not take the SBA in 2020.
Students will show proficiency in ELA: 70% of EL's have to show progress in the area of ELA and 50% of more of the students will be proficient in the area of ELA. The gap between EL's and EO's will decrease by 10%.	Due to the Covid-19 pandemic, students did not take the SBA in 2020.
Teachers will use data to drive their collaboration and teaching practice: 100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students' population.	By 2019-20, teachers were using all benchmark data (in English Language Arts and Math) aligned with the CCSS to meet the needs of our diverse population.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Intervention support for students	$75,000	$97, 294

Goal Analysis

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

Intervention was provided during the school day in small groups by teachers and instructional assistants in the classroom. However, the Intervention planned during the afterschool period was not at the levels that were anticipated. Funds were expended by adding more instructional assistants during the school year to support during the instructional day. Once the school closures began mid-March, funds were used to add additional hours for instructional assistants to provide support for students in the virtual classroom during the instructional day.

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

The challenge in the 2019-20 school year was that only one cycle of afterschool intervention was implemented in the 2nd trimester. Not many teachers nor staff were available to provide the level of intervention that was planned. Consequently, not all of the students recommended for intervention were able to receive it.

Goal 5

Students will reclassify at rate of 15%

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
12-20% of EL Students targeted have reclassified	Although we reached our goal at 12.6 %, the school's 2019-2020 Reclassification Rate of 12.6% is lower than the state's rate of 13.8%. The data also shows that in 2019, the percentage of English Learners making progress towards English Proficiency was 40% compared to the California average of 48.3%. Due to the school closures that took place on March 13, 2020, not all English Learners took the Summative ELPAC as originally planned. As a result, not all English Learners at PLNCES had the opportunity to Reclassify.
An Intervention cycle is provided to students targeted for reclassification (28 students targeted with ELPAC scores, reading scores, ELA grades) provided by credential teacher with the assistance intervention aides.	Intervention was planned for the March 2020 for this EL group. Due to the pandemic, and availability of staff afterschool during

	the pandemic we could not implement the intervention cycle described for students on the cusp of reclassification.
100% of EL teachers are provided with Professional Development addressing the needs of EL students and ELD development.	Our professional development for the 2019-20 focused on the implementation of the new ELA Curriculum EL Education with 100% of our teachers. Part of our focus was the intellectual planning and zooming in to the planning for English Learners. Teachers received PD on the strategies to support English Learners in having access to grade level content in ELA. Our planning time focused on the implementation of the new curriculum and the planning for English Learner supports during ELA lessons.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Enrichment support for ELL, PD for ELL	$30,000	$21,090

Goal Analysis

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

Only a portion of the funds in this category were expended. Due to the pandemic and school closures, the intervention cycle for students targeted for reclassification could not be executed in March as had been planned. Our funds went toward extending hours for instructional assistants, adding hours to campus assistants to address the needs of students and families during this emergency period.

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

As we began our first year implementation of the ELA curriculum, teachers received PD that focused on ELD strategies to support English Learners. These strategies were specific to lessons and provided teachers opportunities to engage in-depth on the planning that would support their students. Teachers slowly are becoming more skilled in delivering rigorous instruction that gives grade level access to English Learners. This intellectual planning supports English Learners in developing greater skill in listening, speaking, reading and writing based on the standards.

Goal 6

All students will grow in responsibility, respect and community via exploration and an enrichment environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
80-100% of students, teachers and aides are aware of the SEL curriculum and consistently implement, which will drop referral rates by 20%.	During the summer of 2019, 100% of the teachers, instructional assistants, campus aides, and staff received professional development in the Safe School System. The referral rate dropped by almost 10%.
100% of students will be trained in the SEL curriculum and will implement consistently in the classroom. Parents will also be trained in the area of SEL expectations and vernacular so it is also accepted at home.	100% of the students received Social Emotional Learning through Caring Communities curriculum, Safe School System and Cool Tools (Social Skills), Calm Classroom, and through Safe School Community Circles.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
80% of teachers will implement the SEL curriculum.	$70,000	$ 35,233

Goal Analysis

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

A Social Emotional Learning Leader position was budgeted across the year to provide continuity through professional development and coaching. Unfortunately, the person resigned from the position during the school year, leaving a portion of the budget untapped. The balance of the funds were used in a variety of ways. Funds were used to provide professional development in the Safe School System. Materials for the Safe School System, including Cool Tools boxes and Cool Tools items for teaching social skills were purchased for every classroom to be used during school and afterschool. All teachers and afterschool program instructors received binders with Cool Tools lessons. Upper grade anti-bullying resources were purchased for teachers. Teachers received training in Calm Classroom and implemented mindfulness activities in their classroom after recess and lunch Additionally, professional development for teachers was provided in creating a warm, welcoming safe and nurturing environment for students. Strategies for cooling down and learning how to create optional spaces for students to take breaks was part of the professional development. Room environment, including rug areas, pillows and supports for SEL were also purchased. A parent workshop in Safe School and Cool Tools was also delivered to bridge school to home and supplemental materials or Cool Tools were also purchased for parents to use at home.

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

Teachers continued their 2nd year of implementation of the Caring School Communities curriculum across grade levels in the 2019-2020 school year. Teachers received support from the SEL Leader through one to one coaching, planning structures, and demonstration lessons for part of the school year. There was continuity of lessons across the primary grades and lessons were also tailored for the upper grades. The SEL Leader focused on themes which created cohesion across the school in the implementation of the SEL curriculum. All school staff and the afterschool program staff received professional development through a consultant in the Safe School System. About 70% of our students remain for the afterschool program. The continuity supported the reinforcement of social skills and the language needed to express feelings in safe ways before, during and afterschool. This led to a reduction in some of the social skills challenges/incidents on the playground and in the classroom. Classrooms were warmer, providing space for students to cool down, and options for students to work on their own or in groups when guided by the teacher. Calm Classroom, mindfulness practices were implemented after recess and lunch in most classrooms.

Goal 7

All parents will receive multiple forms of communication and feel welcomed to participate in the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Increase number of parent meetings to one a month (7-8) with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents attending to 100% of the population.	Parent monthly meetings with the principal were increased to 1x per month (2x sessions within that day) with 8 held in the 2019-20 school year. Multiple forms of communications were sent to parents: using the One Call System by voice and with text messages, Class Dojo announcements/texts, and through parent leadership committees. Parent attendance on-site was approximately 30 parents average per meeting, even when offering morning and evening sessions as was offered each month.
Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 75% parent participation with positive feedback on survey (50%) feeling satisfied with parent workshops.	In addition to the monthly Coffee with the Principal information meetings, the School Case Manager also coordinated and/or led the following: Parent Workshops for the 2019-2020 school year:

	16 weeks Parenting Classes = 2 hours per session; Adolescent Development Series for 4 weeks an 1 ½ per session; Healthy Relationships Workshop –current for 4 weeks. 1 ½ hour session. Monthly parent workshops in a variety of ways.
Increase the number of meetings to 8-10 times and increase parent participation at the meetings by 40%.	Parent meetings were increased to a minimum of 8 meetings in a year. The participation rate did increase but we did not meet the 40% goal at every meeting. Attendance varied.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Engagement Communication	$20,000	28,625

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 funds were expended.

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

Parent Engagement increased slightly in person due to the consistency in using the One Call system and text messaging and a change with our visitor parking in the 2019-2020 school year. Parents also received monthly newsletter information from the principal and the School Case Manager. Parent education information in brief supported parents in helping their child. Announcements were also an important part of the monthly newsletters. Parent leadership is promoted through One Call messages. A mentor program was introduced by parents who had been in leadership positions. Our One Call System also helped to increase parent communication by providing announcements, parent information bulletins, and opportunities for parents to provide feedback through surveys. However, our parent population finds it difficult to attend meetings even if provided with morning and evening options for the monthly Coffee with the Principal information meetings held 1x per month. In addition, parking continues to be a challenge around the school.

Goal 8

Attendance- students will arrive to school on-time

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bring students to school on time, Case Manager works families struggling, incentivize families and students alike.	Attendance improved during the August 2019-March 2020 period by 18%. Communication with parents increased as calls were made daily, and chronic families were targeted for calls and meetings.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Engagement Communication	$40,000	$40,000

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 funds were expended.

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

Funds to address tardies and absences were used for partial staffing of our School Case Manager and Office Assistant. Our Office Assistant tracked the absentees on the Illuminate student information system and made daily phone calls to parents. The School Case Manager consistently called families who had higher absenteeism or tardies. The School Case Manager held one to one meetings to determine the barriers families parents faced in bringing their children to school on time and helped to determine factors that led to higher absenteeism. This information was vital in understanding the context of the child/family. Information gathered from these communications were documented by the School Case Manager and shared with teachers, administrators, Social Workers, and Mental Health departments during our Integrated Services meetings. For chronic absenteeism, the School Case Manager held Parent Workshops on the importance of attendance, shared information regarding the impact of students who are tardy and absent, and relationship to high school drop-out rates. Student assemblies were held to motivate students, including award assemblies and raffles. Although there was a decrease in tardies and absenteeism, there were still under five families that had chronic absenteeism, which was a decrease overall.

Goal 9

Discipline - Schoolwide discipline improvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Less than 5 out of school suspensions due to discipline.	No students were suspended during the 2019-2020.

| 80-100% of teachers include SEL curriculum and parents are informed to process and student support. | 100% of the teachers focused on SEL curriculum and student wellness on a daily basis. Parents were informed of our focus and process of providing students support in SEL through prioritizing daily Community Meetings/connections/ Safe School lessons, social skills development. |

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
SEL, Case Managers, and Campus Aides support	$25,000	25,848

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 funds were expended for partial staffing of School Case Manager and campus aide.

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

The campus aide was regularly positioned to provide supervision and support on the playground. The School Case Manager provided support in SEL and conflict resolution at times on the playground with focus groups to support their social skills development. Instructional assistants and the School Case Manager also provided support during class time with calm-down strategies so that students could have greater access to academics. Small group support was also provided by the School Case Manager for social skills development based on incidences//referrals on the playground or the classroom. Student behavior improved overall, while some referrals were also made to PLN Mental Health services.

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
Staff Time: Reading Specialist, Additional Instructional Assistants, Campus Assistant	$180,000	$75,080	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (hub)	$33,000	$40,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (non-hub)	$89,000	$94,344	N
Operational Support – Signage and PPE	$55,549	$55,549	Y
Additional Materials	$18,000	$18,000	Y

Staff	$42,075	$78, 160	Y
Staff Leadership	$130,338	$70,000	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.

Our initial plan was to Reopen CES in November 2020. The organization geared up operations in the Summer/Fall of 2020 for a Reopening. For instance, to ensure HVAC was operating at optimal performance, we replaced one of our units and installed higher grade filters. We also installed static and moveable plexi glass throughout our school site, distancing and signage throughout the building and outdoor areas, blocking stalls in restrooms to ensure distancing; blocking use of drinking fountains; purchasing water dispensers/disposable cups in every classroom, instructional space, offices, and outdoor spaces.However, due to the increased severity of the Covid-19 pandemic entering that time period, we could not safely open the school. On April 12, the school began a gradual reopening according to the LADPH guidelines. Reopening at the beginning of Trimester 3 impacted the initial estimations of the budget for 2020-21.

Staff Time:

Although the Reading Specialist was advertised since December 2020, we did not have qualified candidates. As of June 2021, we were not successful in hiring for this position which was created to help address learning loss and create a stronger Response to Instruction Reading Intervention Program. In addition, we anticipated having more teachers and staff on-site for our Reopening in April. However, there were a very limited number of staff who felt comfortable enough to work on-site. Only 3/15 classroom teachers; 0/2 Sped teachers; 1/1 PE teacher provided support for learning hub; 5/12 Instructional Assistants came to assist on-site with either a teacher or to support a virtual learning hub. Afterschool personnel were recruited to support learning hubs while teachers taught virtually. Our families needed connectivity and childcare which prompted us in supporting parents.

Analysis of In-Person Instructional Offerings

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

Our school began a roll-out for in person instruction beginning on April 12. Our roll-out was based on a parent survey of needs, and students identified with the highest needs (including SPED, ELs, students receiving Mental Health support, students with housing /and or food insecurities, In person instruction, included one class per grade level, a total of 6 classrooms. The in-person roll-out began on April 12 with the last group of classes joining on April 16. Our primary challenge in delivering in-person learning was the staffing. Only three teachers TK/K- 2nd grade were on-site for in-person instruction. Grades 3-5 were virtual learning hubs that were supported by instructional assistants along with afterschool program staff. Additional staff were offered extended hours to fulfill the instructional hours and paralleled the virtual classrooms taught by teachers. Staffing was also needed from early hours to the end of the school day to ensure that students followed all physical distancing and Covid-19 guidelines. On Fridays, all students learned virtually as our school facilities had to do deep cleaning of our building.

With small class sizes at the primary level, and credentialed teachers teaching, students acclimated to school fairly quickly. Teachers were able to support about 12-14 students, while the teaching partner taught the rest of the group virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computer Devices for students	$100,000	$92,972	N
Computer Devices for staff	$25,000	$25,000	N
Hot Spots for Students	$3,000	$3,000	Y
Staff Cost: Certificated	$1,517,219	$2,064,000	N
Technology Licenses/Programs (Nearpod)	$8,000	$19,976	N
Instructional Materials	$20,000	$20,613	N
Staff Stipends	$3,000	$3,000	N

Staff Cost: Classified & After School	$1,203,194	$1,456,000	N

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.

Our cost estimate differences were due to the timing of our Reopening for in-person instructional offerings which occurred over 4 months later than what was planned. Another estimated difference was due to not finding a qualified Reading Specialist for hire.

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.

Our distance learning program evolved throughout the 2020-21 school year. There were successes and challenges in providing a Distance Learning Program. We are proud of our accomplishments as they reflect our mission, values, and purpose as an organization.

Continuity of Instruction- With the support of our broader PLN organization, our school responded to the Covid-19 pandemic and social unrest by continuing to support the academic, social and emotional, and basic needs of each student in the context of the family, as this is our continuing mission. Access to standards-based education was provided through virtual platforms using a structured *Learning Acceleration* plan in reading and mathematics. PLNCES provided teachers with on-going **Distance Learning Professional Development** including but not limited to: use of technology platforms for virtual learning; Accelerated Learning approach that focused on essential skills development; the use of formative assessment to inform next steps in teaching and better **personalize learning**.

Teachers/staff received support for **Social Emotional Learning and Wellness** through the work of a taskforce that created a Google Classroom resource for teachers. Our first three weeks of the 2020-21 school year focused on **building community** and learning to use technology in fun ways before creating the academic demands. Our teachers received professional development in using the web-based **i-Ready Diagnostic Assessment**, and used the data collected to provide **intervention lessons** to students in reading and math based on recommended lessons.

Continuous **weekly integrated services** meetings and check-ins provided opportunities for teachers, instructional assistants and the integrated services team to discuss challenges faced by our families and to monitor absenteeism. As part of our Integrated Services team, we inquired to find out which families were facing food and housing insecurities. Our Student & Community Resources department worked to respond personally to each family to ensure that boxed food staples were delivered to the door of families in need. Parents received information through parent/principal information meetings (Café de padres), workshops led by the PLN

organization and partnerships, and through our mental health service personnel. 12 % of our students already receiving mental health services continued receiving the support during the school closure through a safe video conferencing network. Across the year, many attempts were made to support our students, including support from our Youth Workforce (YWF) department. YWf Interns worked to support students with the highest absenteeism to provide personalized support through morning preparation calls and ensuring that students logged into their class sessions. The school personnel mobilized, additional staff were hired, hours were extended to meet the demands of our students & families. It took a village. The results from i-Ready show that as a school overall, we made academic gains. We provided the Beginning of Year data and compared it to the End of Year data

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading Specialist to address student learning loss at grades 3-5	$110,000	0	Y
Intervention Program Afterschool	$36,000	$8, 975	Y
Reading Intervention Program	$15,000	$5,985	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 had difficulty recruiting a Reading Specialist, as the position is in high demand. We are in the process of hiring our Reading Specialist. However, we did purchase the Wilson Reading System to provide us with the initial instructional components for students at 4th and 5th grade who need intensive reading support. We planned for virtual intervention afterschool and on Saturdays. The students did not attend intervention regularly. Attendance for the Saturday virtual intervention was extremely poor and staffing was challenging. Thus, Saturday intervention was discontinued. It was clear that students were mostly tired of learning on-line after a long day.

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.

Successes: With the support of our PLN organization, our school responded to the Covid-19 pandemic and social unrest by continuing to support the academic, social-emotional, and basic needs of child in the context of the family as this is our mission. PLNCES provided teachers with on-going professional development including but not limited to: use of technology platforms for virtual learning; Accelerated Learning approach that focused on essential skills development; the use of formative assessment to inform next steps and better personalize learning. Teachers/staff received support for Social Emotional Learning and Wellness through the work of a taskforce that created a Google Classroom resource for teachers. Our first three weeks of school focused on building community and learning to use technology in fun ways before creating the academic demands. Our teachers received professional development in using the web-based i-Ready Diagnostic Assessment, and used the data collected to provide intervention lessons to students in reading and math based on the recommended lessons. Continuous weekly integrated services meetings and check-ins provided opportunities for teachers, instructional assistants and the integrated services to discuss challenges faced by our families and to monitor absenteeism.   As part of our Integrated Services team, we inquired to find out which families were facing food and housing insecurities. Our Student & Community Resources department worked to respond personally to each family to ensure that boxed food staples were delivered to the door of families in need. Parents received information through parent/principal information meetings (Café de padres), workshops led by the PLN organization and partnerships, and through our mental health service personnel. 12 % of our students already receiving mental health services continued receiving the support during the virtual learning. Across the year, many attempts were made to support our students, including support from our Youth Workforce (YWF) department. YWf Interns worked to support students with the highest absenteeism to provide personalized support through morning preparation calls and ensuring that students logged into their class sessions. The school personnel mobilized, additional staff were hired, hours were extended to meet the demands of our students & families. It took a village. The results from i-Ready show that as a school overall, we made academic gains. We provided the Beginning of Year data and compared it to the End of Year data. See below.

iReady ELA EOY 2021: Grades K-5

Tier I: 39% students on or near grade level an increase from 21% from the Beginning of Year data

Tier 2: 39% students about 1 year below grade level, a decrease 45 % students from the Beginning of Year data

Tier 3: 23% students about 2 years or more below grade level, a decrease from 33% from the Beginning of Year data

iReady Mathematics EOY 2021: Grades K-5

Tier I: 31% students on or near grade level an increase from 15% from the Beginning of Year data

Tier 2: 44% students about 1 year below grade level, a decrease 55 % students from the Beginning of Year data

Tier 3: 25% students about 2 years or more below grade level, a decrease from 30% from the Beginning of Year data

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.

Our Multi-Tiered System of Support was put to the test through the school closures. Our Integrated Services Model utilizes a Tiered Level of Support which ensures that our students and families receive support. Our Case Manager, Social Worker and Social Work Interns help to assess the individual families and their needs. In addition, we surveyed our families within two weeks of the school closures to determine what they needed including technology, hot spots, food, counseling, small group interventions, referrals to resources, additional one on one supports/check-ins. Tracking attendance was critical. If we were unable to contact a student/family, we utilized a "Relationship Based Approach" and identified the staff member whom we believed would be best able to connect with the student/family. Having a deeper understanding of students who were absent informed us if the area of need was a practical one (technology/hot spot/food) or a need that warranted more of a relational support.   The outreach to home also allowed the school to understand if the family had additional needs and if a student should be placed on the agenda for the Integrated Services Meeting where a multi-disciplinary discussion could take place on what would support the student and family. During these meetings, we were able to identify what individualized supports would benefit the student's attendance and functioning. One on one check ins, small group interventions, and when needed, a Mental Health referral were all utilized, when appropriate, throughout the year to improve functioning and wellness (TIER 2).   Mental health services continue to be offered virtually to those students and/or parents in need. Additionally, trainings were held for parents/caregivers to provide them with tips on how to support their children with the myriad of stressors due to pandemic and civil unrest.

The families we serve live in communities that felt a greater impact by the pandemic including job loss, food instability, inability to socially distance when a family member was Covid positive, loss of loved ones due to Covid. For many parents/caregivers who were working, they were challenged with child care issues. We encountered some of our students being left with relatives or neighbors who lacked the ability (for a variety of reasons) to support these students with distance learning. For some students with minimal supervision, logging into school was a large challenge for them and often for our team.   Despite multiple and even creative efforts on our part, we know some students suffered academically (and socially and emotionally during this past year).

Our school also worked closely with our Best Start program which secured a thousand food boxes to be delivered to those families most in need. School was able to identify our families most in need of benefitting from the additional food resources. In addition, our school was able to partner with our Youth Workforce Services (YWS) program and utilize YWS interns to support teachers in zoom classes as well as support students who had difficulty engaging or connecting to technology particularly in the morning.

In an effort to strengthen the universal supports (TIER 1) at the school, a few staff from the school participated in a Social & Emotional Wellness Taskforce. Purpose of the taskforce was to prioritize the social and emotional capacities of the staff. Whether a school staff meeting was formal (professional development, grade level meetings) or informal (check-ins, group gatherings) the intent was to support the staff as we understood the overwhelming and stressful impact of distance learning.

Integrated Services also presented at the virtual parent/principal information meetings. Parents with learned about the signs that children might exhibit if they are having emotional difficulty, especially during the pandemic. Parents were appreciative about gaining this information and attendance was very high on Zoom.

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.

One of our successes this year was the significant increase in the amount of parent engagement. Just before the start of 2020-21 school year, our school distributed Chromebooks to every student which gave parents access to every school meeting or workshop via Zoom. Parent meetings were shifted to 5:30pm start times and went as late as 7pm. These meetings included SSC, ELAC, principal/parent information meetings (Café de padres). Our attendance at these meetings grew to almost 3x the amount of parents. We also had a team of individuals including: Instructional Assistants, Office Staff, Case Manager, Social Work Interns, Interns, and even therapists work to reach our families, especially those who had chronic absences.

Challenges: Even with the tremendous team effort and output of phone calls, we still had approximately 5 families who did not respond with consistency to the school. When communication was established, the parent was advised of available resources. For instance, support was provided, including employees who called daily to have students participate in virtual sessions. However, the parent did not ensure that their child(ren) participated in distance learning consistently. These students are at Tier 3 in chronic absenteeism. Even with the efforts made, we were not able to get parents to attend meetings nor parent/teacher conferences. Social Worker has also made concerted efforts to support families, but they are hard to reach.

Analysis of School Nutrition

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

UPDATE:

During the 2020-21 school year, our challenge at Para Los Ninos Charter Elementary was the location of our school. We are considered a commuter school in that we are not centrally located in a neighborhood, but instead are part of an urban setting. Our students and their families all live no less than 5 miles from our school and public transportation along with the high positivity cases of COVID-19 were a scary and discouraging thought. Despite all the logistical challenges our families faced in their attempt to provide a nutritious meal to their children, we applied for all the necessary waivers to adjust and make it possible and distribute compliant meals once a week. These complaint meal packs contained both a nutritious breakfast and lunch to cover the school week (Monday-Friday)- distributions happened every Wednesday from 8:00a.m. – 12:00noon. All our meals were prepared by our Food Service Vendor and packed at their facility and delivered on distribution days every morning. For those families that could not pick-up the meal packs on their own our meal service team would deliver the meal packs in a safe-serve manner to their home. Now that we have returned to a hybrid approach to in-person instruction our students continue to receive daily nutritious and compliant breakfast and lunch meals at school. We kept our Wednesday distribution day to allow access to all students that still continue to do full remote learning and receive a weekly meal pack. Being able to offer and continue to support a healthy meal pattern for all the children of Para Los Ninos despite the remote location of our school has been a great success in a very trying time.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement Outreach	Parent Education Bridge for Student Achievement Foundation- series of 25 workshops (including literacy, English Language Dev, social skills, child development, etc.)	$10,000	$8, 000	N
Pupil and Family Engagement Outreach	Cost for One-Call	$250	$28, 624	N

Nutrition	Purchase of additional Equipment for outside lunch	$5,000	$0	N
Pupil and Family Engagement Outreach	Parent Engagement Activities	$20,000	[$ 0.00]	N
Pupil and Family Engagement Outreach	Staff Cost	$5,363	$5 363	N
Mental Health and Emotional Well-being	License for Telehealth	$2,000	$2,000	Y
Other	Outdoor space modifications	$20,000	[$ 0.00]	N
Mental Health and Emotional Well-being	School Social Worker	$40,170	40, 170	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.

We received alternative funding for the Pre-K-2nd grade parent classes to provide the basic orientation for our parents in order to access the school communications and meetings. All K-2 parents were invited to several workshops on Saturday that included: signing up and using Class Dojo; utilizing Zoom; emailing teachers; and a workshop on the Child and the Developing Brain led bilingually by our Mental Health team. Parents engaged by asking questions and learning about the impact of the school closures, the pandemic and civil unrest on family and the child. Other workshops included parents as leaders in school and communities. And finally a parent workshop on using technology to access community resources. These were workshops that were provided across the school year. One of the Parent Leader workshop series included funding for an electronic device for the parent participant.

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.

Many lessons were learned during the in-person and distance learning programs in the 2020-21 school year. As explained above, parent engagement was significantly higher with school-wide meetings, leadership meetings, and the parent voice increased. In addition, teachers at different grade levels held workshops for parents through a virtual mode. This has helped to inform the LCAP as parents provided a higher level of input. Many parents expressed that they want evening meetings and workshops through Zoom as

access in the evening works for them much better. Our challenge will be ensuring that they have access when the devices remain in school.

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

For the 2021-24 LCAP, we will continue to assess and address learning loss and the unique needs of students by:

Accelerating Learning; Personalizing Learning; using diagnostic, formative and summative assessments, and build upon the parent engagement that was established at a higher level during the school closures.

We will continue to use the i-Ready Diagnostic Assessment system in reading and math at the beginning, middle and end of the year to determine and address learning loss. As we move forward, we plan to use the Interim SBA to help guide us with decision making in supporting our Grade 3-5 students. We will continue to build upon the teacher's understanding of formative assessment and it's value in personalizing learning for students and moving instruction forward. We will also continue to build the Accelerated Learning approach in planning long-term to teach essential standards, and review precursor standards when needed. In addition, a plan to implement a more robust schoolwide intervention program will be developed in Reading and will be delivered during the instructional day. To support students in understanding the impact of the pandemic on academics, we plan to use" WIN Time" (What I Need) coupled with the development of a Growth Mindset as part of our SEL curriculum. We will continue to build our Tier 2 and Tier 3 Response to Instruction in Reading through the hiring of a Reading Specialist who can provide WIN time for students, especially at the 4th and 5th grades. In addition, the Reading Specialist will support teachers in providing a more robust primary intervention program. Instructional Materials will include the Wilson Reading Program. As part of Tier 2 and 3 with our Multi-tiered System of Support, we will implement a Personalized Learning Plan (PLP) and involve parents in the process to ensure a greater level of success through an authentic partnership.

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.

[Add text here]

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.

As we reflect on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, we have worked to inform our 2021-24 LCAP based on lessons learned and on the latest research in teaching and learning. We recognize that Para Los Ninos has always addressed the whole child (academic, social and emotional and physical) within the context of the family--this will continue. We also have learned that personalizing learning and systematically responding, collecting, and recording data will be key in responding to a student's individual needs; we aim to do this through Tier 2 and Tier 3 Personalized Learning Plans (PLPs). We have also learned that we must delve deeper in developing social and emotional competencies (CASEL competencies) and will be in constant pursuit of Social Emotional Wellness for our students and our staff; this will also be a part of our PLPs.

Our overarching organization has strengths and the Social Emotional Wellness Taskforce that was created across the departments and across our three PLN schools brought forth a strong interdisciplinary team. We will continue to build upon this to strengthen the personalization of the child and family's experience at PLN. We will also aim at supporting our staff's social emotional wellness. We are committed to learning more about formative assessment and the analysis of student work to further monitor student progress and adjust teaching in between benchmark assessments. Finally, we understand that parents are more accessible on Zoom and during evenings. They have voiced their needs and have participated in far greater numbers through Zoom than in person either with their phones or on their child's Chromebook. This, too, informs our Parent Engagement component within our LCAP goals. Our school recognizes our strengths together with our community. We will be in constant pursuit of our goals as we move forward to address the impact of the Covid-19 pandemic on our students, families, staff, and community.

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

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
Para Los Niños Charter	Norma Silva, Principal	nsilva@paralosninos.org (213) 239-6605

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

Safe School & Productive Environment: All students will have access to a safe and productive environment, starting with a facility that is in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Ongoing deferred maintenance	Regular deferred maintenance completed through the COVID-19 shutdown.

Licensing of playground.	We did not license the playground, as we were addressing issues that held a higher priority due to Covid-19.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue basic repairs and deferred maintenance	$50,000	$50,498

Goal Analysis

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

Preventative maintenance on HVAC system was done to better ensure a comfortable learning environment. Work was done on school aesthetics interior and exterior (including wall repair, painting of all classrooms, hallways, restrooms, and flooring) and door locks changed and rekeying. Some funds were expended to repair soft turf on the playground equipment.

Goal 2

All students shall have access to engaging, culturally relevant texts and technology that are aligned with Common Core State Standards State and/or Local Priorities addressed by this goal:

State Priorities: 2,5,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Students have CCSS aligned curriculum in math, ELA, Science, Social Studies: 100% all students have in all areas CCSS aligned standards materials	In academic year 2019-2020, PLNCES took the following steps to provide 100% of our students access to standards-based curriculum: ● in English Language Arts through the adoption and first year implementation of the CCSS aligned curriculum of EL Education Curriculum ● continued implementation of Math Expressions, CCSS aligned curriculum ● Inquiry based curriculum in Social Studies and Science aligned with NGSS and the CA History and Social Science Content Standards

Teachers receive Professional Development for new curriculum purchased: Aligned to CCSS in the area of Math, ELA and social science (100% teacher trained)

Our focus for the 2019-2020 school year was to provide 100% of our teachers with professional development on the implementation of the newly adopted EL Education curriculum in English Language Arts. The TNTP group provided teachers/administrators with monthly professional development in how to implement the components and the instructional practices of EL Education. In addition, administrators also received professional development in how to observe and assess the implementation of the instructional materials. Teachers also received professional development in mathematics in understanding Mathematical Practices and implementation of strategies in teaching mathematical thinking.

Technology increase at the school site for students: 25% of technology purchased to reach student ratio goal 3:1	By fall of 2019, our school reached the 3 students to 1 computer ratio.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase of materials, PD for teachers	$60,000	$65,735

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 funds were expended.

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

The school purchased the EL Education Curriculum in English Language Arts for K-5th grade, and contracted TNTP for Professional Development. Professional development was provided during this first year of implementation of the EL Education curriculum. A focus was on the components, intellectual planning, and instructional practices of the EL Education curriculum. Professional development included analysis of lessons, structure of modules, and access to grade level standards and rigor. In addition, there was a focus on how to meet the needs of diverse learners such as English Learners and SPED, students with IEPs. Administrators received coaching in observation walk-throughs to gather data on the fidelity of the implementation. Support for teachers included lesson observations of implementation of foundational skills at the primary level, support during grade level planning. This is considered to be the beginning stages of implementation of EL Education. PD/training is needed to develop peer coaching to further support teachers in developing their skills in providing a higher level of rigor in teaching and shifting the academic ownership to students.

Goal 3

All students will have access to appropriately credentialed teachers and the assigned teachers will understand and effectively implement Common Core State Standards across content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100% of teachers will be credentialed	94% of our teachers are fully credentialed; 6% hold an emergency credential.
100% of teachers are putting professional development to practice in their classroom in the area of Math, ELA, Science, and technology including all 21st century skills to push rigor for our students	100% of our teachers put professional development into practice in the area of ELA through the EL Education Curriculum, and in the area of Math, understanding ELA standards and Mathematical Practices.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Coaching, credentialing, PD	$50,000	33,890

Goal Analysis

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

Funds that were not expended ($16,110) were used for partial staffing of an Education Technology Coordinator position across Para Los Ninos Schools. This position was deemed important to create a needs assessment in technology, create a plan for the acquisition of technology, and a professional development plan in the use of technology.

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

Funds were successfully used to provide professional development, demonstration lessons, and coaching for teachers. The PD Coaches created presentations on Mathematical Practices, open-ended warm-ups, and problem-solving to promote the eliciting of student thinking. Presentations were also developed in visual arts integration in Science and Social Studies. Lessons were observed in the classroom in mathematics and support was provided along with relief time for the teacher to coach. In addition, the teachers worked to support new teachers with planning in mathematics and English Language Arts. New/beginning teachers reflected thoughtful planning and implementation of the professional development offered. As mentioned in goal 3, teachers also put the EL Education PD into practice as they implemented the new curriculum in English Language Arts. The technology coordinator provided professional development in using the current SmartBoards that the school had; the PD was also put into practice by our teachers.

Goal 4

Students will demonstrate proficiency in the content area of ELA/Math.

State Priorities: 4,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual

Students will be proficient in the area of Math: 70% of EL have shown progress in the area of math and 50% or more of the students are proficient in the area of Math. The gap between EL's and EO's will decrease by 10%.	Due to the Covid-19 pandemic, students did not take the SBA in 2020.
Students will show proficiency in ELA: 70% of EL's have to show progress in the area of ELA and 50% of more of the students will be proficient in the area of ELA. The gap between EL's and EO's will decrease by 10%.	Due to the Covid-19 pandemic, students did not take the SBA in 2020.
Teachers will use data to drive their collaboration and teaching practice: 100% of the all of the benchmarks will have been aligned to CCSS, calibrated by teachers and aligned to data results to meet the needs of the students' population.	By 2019-20, teachers were using all benchmark data (in English Language Arts and Math) aligned with the CCSS to meet the needs of our diverse population.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Intervention support for students	$75,000	$97, 294

Goal Analysis

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

Intervention was provided during the school day in small groups by teachers and instructional assistants in the classroom. However, the Intervention planned during the afterschool period was not at the levels that were anticipated. Funds were expended by adding more instructional assistants during the school year to support during the instructional day. Once the school closures began mid-March, funds were used to add additional hours for instructional assistants to provide support for students in the virtual classroom during the instructional day.

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

The challenge in the 2019-20 school year was that only one cycle of afterschool intervention was implemented in the 2nd trimester. Not many teachers nor staff were available to provide the level of intervention that was planned. Consequently, not all of the students recommended for intervention were able to receive it.

Goal 5

Students will reclassify at rate of 15%

State and/or Local Priorities addressed by this goal:

State Priorities: 4
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
12-20% of EL Students targeted have reclassified	Although we reached our goal at 12.6 %, the school's 2019-2020 Reclassification Rate of 12.6% is lower than the state's rate of 13.8%. The data also shows that in 2019, the percentage of English Learners making progress towards English Proficiency was 40% compared to the California average of 48.3%. Due to the school closures that took place on March 13, 2020, not all English Learners took the Summative ELPAC as originally planned. As a result, not all English Learners at PLNCES had the opportunity to Reclassify.
An Intervention cycle is provided to students targeted for reclassification (28 students targeted with ELPAC scores, reading scores, ELA grades) provided by credential teacher with the assistance intervention aides.	Intervention was planned for the March 2020 for this EL group. Due to the pandemic, and availability of staff afterschool during

	the pandemic we could not implement the intervention cycle described for students on the cusp of reclassification.
100% of EL teachers are provided with Professional Development addressing the needs of EL students and ELD development.	Our professional development for the 2019-20 focused on the implementation of the new ELA Curriculum EL Education with 100% of our teachers. Part of our focus was the intellectual planning and zooming in to the planning for English Learners. Teachers received PD on the strategies to support English Learners in having access to grade level content in ELA. Our planning time focused on the implementation of the new curriculum and the planning for English Learner supports during ELA lessons.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Enrichment support for ELL, PD for ELL	$30,000	$21,090

Goal Analysis

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

Only a portion of the funds in this category were expended. Due to the pandemic and school closures, the intervention cycle for students targeted for reclassification could not be executed in March as had been planned. Our funds went toward extending hours for instructional assistants, adding hours to campus assistants to address the needs of students and families during this emergency period.

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

As we began our first year implementation of the ELA curriculum, teachers received PD that focused on ELD strategies to support English Learners. These strategies were specific to lessons and provided teachers opportunities to engage in-depth on the planning that would support their students. Teachers slowly are becoming more skilled in delivering rigorous instruction that gives grade level access to English Learners. This intellectual planning supports English Learners in developing greater skill in listening, speaking, reading and writing based on the standards.

Goal 6

All students will grow in responsibility, respect and community via exploration and an enrichment environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
80-100% of students, teachers and aides are aware of the SEL curriculum and consistently implement, which will drop referral rates by 20%.	During the summer of 2019, 100% of the teachers, instructional assistants, campus aides, and staff received professional development in the Safe School System. The referral rate dropped by almost 10%.
100% of students will be trained in the SEL curriculum and will implement consistently in the classroom. Parents will also be trained in the area of SEL expectations and vernacular so it is also accepted at home.	100% of the students received Social Emotional Learning through Caring Communities curriculum, Safe School System and Cool Tools (Social Skills), Calm Classroom, and through Safe School Community Circles.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
80% of teachers will implement the SEL curriculum.	$70,000	$ 35,233

Goal Analysis

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

A Social Emotional Learning Leader position was budgeted across the year to provide continuity through professional development and coaching. Unfortunately, the person resigned from the position during the school year, leaving a portion of the budget untapped. The balance of the funds were used in a variety of ways. Funds were used to provide professional development in the Safe School System. Materials for the Safe School System, including Cool Tools boxes and Cool Tools items for teaching social skills were purchased for every classroom to be used during school and afterschool. All teachers and afterschool program instructors received binders with Cool Tools lessons. Upper grade anti-bullying resources were purchased for teachers. Teachers received training in Calm Classroom and implemented mindfulness activities in their classroom after recess and lunch Additionally, professional development for teachers was provided in creating a warm, welcoming safe and nurturing environment for students. Strategies for cooling down and learning how to create optional spaces for students to take breaks was part of the professional development. Room environment, including rug areas, pillows and supports for SEL were also purchased. A parent workshop in Safe School and Cool Tools was also delivered to bridge school to home and supplemental materials or Cool Tools were also purchased for parents to use at home.

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

Teachers continued their 2nd year of implementation of the Caring School Communities curriculum across grade levels in the 2019-2020 school year. Teachers received support from the SEL Leader through one to one coaching, planning structures, and demonstration lessons for part of the school year. There was continuity of lessons across the primary grades and lessons were also tailored for the upper grades. The SEL Leader focused on themes which created cohesion across the school in the implementation of the SEL curriculum. All school staff and the afterschool program staff received professional development through a consultant in the Safe School System. About 70% of our students remain for the afterschool program. The continuity supported the reinforcement of social skills and the language needed to express feelings in safe ways before, during and afterschool. This led to a reduction in some of the social skills challenges/incidents on the playground and in the classroom. Classrooms were warmer, providing space for students to cool down, and options for students to work on their own or in groups when guided by the teacher. Calm Classroom, mindfulness practices were implemented after recess and lunch in most classrooms.

Goal 7

All parents will receive multiple forms of communication and feel welcomed to participate in the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Increase number of parent meetings to one a month (7-8) with information sent to parents through one-call, parent calendar, FA outreach, include informing parents through the front school marquee and parent committees (ELAC, SSC, LCAP committees). Increase the number of parents attending to 100% of the population.	Parent monthly meetings with the principal were increased to 1x per month (2x sessions within that day) with 8 held in the 2019-20 school year. Multiple forms of communications were sent to parents: using the One Call System by voice and with text messages, Class Dojo announcements/texts, and through parent leadership committees. Parent attendance on-site was approximately 30 parents average per meeting, even when offering morning and evening sessions as was offered each month.
Increase the number of parent workshops to 10-one per month on important topics that parents select through survey along with key issues mandated by the school. Goal is to have 75% parent participation with positive feedback on survey (50%) feeling satisfied with parent workshops.	In addition to the monthly Coffee with the Principal information meetings, the School Case Manager also coordinated and/or led the following: Parent Workshops for the 2019-2020 school year:

	16 weeks Parenting Classes = 2 hours per session; Adolescent Development Series for 4 weeks an 1 ½ per session; Healthy Relationships Workshop –current for 4 weeks. 1 ½ hour session. Monthly parent workshops in a variety of ways.
Increase the number of meetings to 8-10 times and increase parent participation at the meetings by 40%.	Parent meetings were increased to a minimum of 8 meetings in a year. The participation rate did increase but we did not meet the 40% goal at every meeting. Attendance varied.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Engagement Communication	$20,000	28,625

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 funds were expended.

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

Parent Engagement increased slightly in person due to the consistency in using the One Call system and text messaging and a change with our visitor parking in the 2019-2020 school year. Parents also received monthly newsletter information from the principal and the School Case Manager. Parent education information in brief supported parents in helping their child. Announcements were also an important part of the monthly newsletters. Parent leadership is promoted through One Call messages. A mentor program was introduced by parents who had been in leadership positions. Our One Call System also helped to increase parent communication by providing announcements, parent information bulletins, and opportunities for parents to provide feedback through surveys. However, our parent population finds it difficult to attend meetings even if provided with morning and evening options for the monthly Coffee with the Principal information meetings held 1x per month. In addition, parking continues to be a challenge around the school.

Goal 8

Attendance- students will arrive to school on-time

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bring students to school on time, Case Manager works families struggling, incentivize families and students alike.	Attendance improved during the August 2019-March 2020 period by 18%. Communication with parents increased as calls were made daily, and chronic families were targeted for calls and meetings.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Engagement Communication	$40,000	$40,000

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 funds were expended.

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

Funds to address tardies and absences were used for partial staffing of our School Case Manager and Office Assistant. Our Office Assistant tracked the absentees on the Illuminate student information system and made daily phone calls to parents. The School Case Manager consistently called families who had higher absenteeism or tardies. The School Case Manager held one to one meetings to determine the barriers families parents faced in bringing their children to school on time and helped to determine factors that led to higher absenteeism. This information was vital in understanding the context of the child/family. Information gathered from these communications were documented by the School Case Manager and shared with teachers, administrators, Social Workers, and Mental Health departments during our Integrated Services meetings. For chronic absenteeism, the School Case Manager held Parent Workshops on the importance of attendance, shared information regarding the impact of students who are tardy and absent, and relationship to high school drop-out rates. Student assemblies were held to motivate students, including award assemblies and raffles. Although there was a decrease in tardies and absenteeism, there were still under five families that had chronic absenteeism, which was a decrease overall.

Goal 9

Discipline - Schoolwide discipline improvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Less than 5 out of school suspensions due to discipline.	No students were suspended during the 2019-2020.

80-100% of teachers include SEL curriculum and parents are informed to process and student support.	100% of the teachers focused on SEL curriculum and student wellness on a daily basis. Parents were informed of our focus and process of providing students support in SEL through prioritizing daily Community Meetings/connections/ Safe School lessons, social skills development.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
SEL, Case Managers, and Campus Aides support	$25,000	25,848

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 funds were expended for partial staffing of School Case Manager and campus aide.

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

The campus aide was regularly positioned to provide supervision and support on the playground. The School Case Manager provided support in SEL and conflict resolution at times on the playground with focus groups to support their social skills development. Instructional assistants and the School Case Manager also provided support during class time with calm-down strategies so that students could have greater access to academics. Small group support was also provided by the School Case Manager for social skills development based on incidences//referrals on the playground or the classroom. Student behavior improved overall, while some referrals were also made to PLN Mental Health services.

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
Staff Time: Reading Specialist, Additional Instructional Assistants, Campus Assistant	$180,000	$75,080	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (hub)	$33,000	$40,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (non-hub)	$89,000	$94,344	N
Operational Support – Signage and PPE	$55,549	$55,549	Y
Additional Materials	$18,000	$18,000	Y

Staff	$42,075	$78, 160	Y
Staff Leadership	$130,338	$70,000	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.

Our initial plan was to Reopen CES in November 2020. The organization geared up operations in the Summer/Fall of 2020 for a Reopening. For instance, to ensure HVAC was operating at optimal performance, we replaced one of our units and installed higher grade filters. We also installed static and moveable plexi glass throughout our school site, distancing and signage throughout the building and outdoor areas, blocking stalls in restrooms to ensure distancing; blocking use of drinking fountains; purchasing water dispensers/disposable cups in every classroom, instructional space, offices, and outdoor spaces.However, due to the increased severity of the Covid-19 pandemic entering that time period, we could not safely open the school. On April 12, the school began a gradual reopening according to the LADPH guidelines. Reopening at the beginning of Trimester 3 impacted the initial estimations of the budget for 2020-21.

Staff Time:

Although the Reading Specialist was advertised since December 2020, we did not have qualified candidates. As of June 2021, we were not successful in hiring for this position which was created to help address learning loss and create a stronger Response to Instruction Reading Intervention Program. In addition, we anticipated having more teachers and staff on-site for our Reopening in April. However, there were a very limited number of staff who felt comfortable enough to work on-site. Only 3/15 classroom teachers; 0/2 Sped teachers; 1/1 PE teacher provided support for learning hub; 5/12 Instructional Assistants came to assist on-site with either a teacher or to support a virtual learning hub. Afterschool personnel were recruited to support learning hubs while teachers taught virtually. Our families needed connectivity and childcare which prompted us in supporting parents.

Analysis of In-Person Instructional Offerings

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

Our school began a roll-out for in person instruction beginning on April 12. Our roll-out was based on a parent survey of needs, and students identified with the highest needs (including SPED, ELs, students receiving Mental Health support, students with housing /and or food insecurities, In person instruction, included one class per grade level, a total of 6 classrooms. The in-person roll-out began on April 12 with the last group of classes joining on April 16. Our primary challenge in delivering in-person learning was the staffing. Only three teachers TK/K- 2nd grade were on-site for in-person instruction. Grades 3-5 were virtual learning hubs that were supported by instructional assistants along with afterschool program staff. Additional staff were offered extended hours to fulfill the instructional hours and paralleled the virtual classrooms taught by teachers. Staffing was also needed from early hours to the end of the school day to ensure that students followed all physical distancing and Covid-19 guidelines. On Fridays, all students learned virtually as our school facilities had to do deep cleaning of our building.

With small class sizes at the primary level, and credentialed teachers teaching, students acclimated to school fairly quickly. Teachers were able to support about 12-14 students, while the teaching partner taught the rest of the group virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computer Devices for students	$100,000	$92,972	N
Computer Devices for staff	$25,000	$25,000	N
Hot Spots for Students	$3,000	$3,000	Y
Staff Cost: Certificated	$1,517,219	$2,064,000	N
Technology Licenses/Programs (Nearpod)	$8,000	$19,976	N
Instructional Materials	$20,000	$20,613	N
Staff Stipends	$3,000	$3,000	N

| Staff Cost: Classified & After School | $1,203,194 | $1,456,000 | N |

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.

Our cost estimate differences were due to the timing of our Reopening for in-person instructional offerings which occurred over 4 months later than what was planned. Another estimated difference was due to not finding a qualified Reading Specialist for hire.

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.

Our distance learning program evolved throughout the 2020-21 school year. There were successes and challenges in providing a Distance Learning Program. We are proud of our accomplishments as they reflect our mission, values, and purpose as an organization.

Continuity of Instruction- With the support of our broader PLN organization, our school responded to the Covid-19 pandemic and social unrest by continuing to support the academic, social and emotional, and basic needs of each student in the context of the family, as this is our continuing mission. Access to standards-based education was provided through virtual platforms using a structured *Learning Acceleration* plan in reading and mathematics. PLNCES provided teachers with on-going **Distance Learning Professional Development** including but not limited to: use of technology platforms for virtual learning; Accelerated Learning approach that focused on essential skills development; the use of formative assessment to inform next steps in teaching and better **personalize learning**.

Teachers/staff received support for **Social Emotional Learning and Wellness** through the work of a taskforce that created a Google Classroom resource for teachers. Our first three weeks of the 2020-21 school year focused on **building community** and learning to use technology in fun ways before creating the academic demands. Our teachers received professional development in using the web-based **i-Ready Diagnostic Assessment**, and used the data collected to provide **intervention lessons** to students in reading and math based on recommended lessons.

Continuous **weekly integrated services** meetings and check-ins provided opportunities for teachers, instructional assistants and the integrated services team to discuss challenges faced by our families and to monitor absenteeism.   As part of our Integrated Services team, we inquired to find out which families were facing food and housing insecurities. Our Student & Community Resources department worked to respond personally to each family to ensure that boxed food staples were delivered to the door of families in need. Parents received information through parent/principal information meetings (Café de padres), workshops led by the PLN

organization and partnerships, and through our mental health service personnel. 12 % of our students already receiving mental health services continued receiving the support during the school closure through a safe video conferencing network. Across the year, many attempts were made to support our students, including support from our Youth Workforce (YWF) department. YWf Interns worked to support students with the highest absenteeism to provide personalized support through morning preparation calls and ensuring that students logged into their class sessions. The school personnel mobilized, additional staff were hired, hours were extended to meet the demands of our students & families. It took a village. The results from i-Ready show that as a school overall, we made academic gains. We provided the Beginning of Year data and compared it to the End of Year data

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading Specialist to address student learning loss at grades 3-5	$110,000	0	Y
Intervention Program Afterschool	$36,000	$8, 975	Y
Reading Intervention Program	$15,000	$5,985	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 had difficulty recruiting a Reading Specialist, as the position is in high demand. We are in the process of hiring our Reading Specialist. However, we did purchase the Wilson Reading System to provide us with the initial instructional components for students at 4th and 5th grade who need intensive reading support. We planned for virtual intervention afterschool and on Saturdays. The students did not attend intervention regularly. Attendance for the Saturday virtual intervention was extremely poor and staffing was challenging. Thus, Saturday intervention was discontinued. It was clear that students were mostly tired of learning on-line after a long day.

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.

Successes: With the support of our PLN organization, our school responded to the Covid-19 pandemic and social unrest by continuing to support the academic, social-emotional, and basic needs of child in the context of the family as this is our mission. PLNCES provided teachers with on-going professional development including but not limited to: use of technology platforms for virtual learning; Accelerated Learning approach that focused on essential skills development; the use of formative assessment to inform next steps and better personalize learning. Teachers/staff received support for Social Emotional Learning and Wellness through the work of a taskforce that created a Google Classroom resource for teachers. Our first three weeks of school focused on building community and learning to use technology in fun ways before creating the academic demands. Our teachers received professional development in using the web-based i-Ready Diagnostic Assessment, and used the data collected to provide intervention lessons to students in reading and math based on the recommended lessons. Continuous weekly integrated services meetings and check-ins provided opportunities for teachers, instructional assistants and the integrated services to discuss challenges faced by our families and to monitor absenteeism. As part of our Integrated Services team, we inquired to find out which families were facing food and housing insecurities. Our Student & Community Resources department worked to respond personally to each family to ensure that boxed food staples were delivered to the door of families in need. Parents received information through parent/principal information meetings (Café de padres), workshops led by the PLN organization and partnerships, and through our mental health service personnel. 12 % of our students already receiving mental health services continued receiving the support during the virtual learning. Across the year, many attempts were made to support our students, including support from our Youth Workforce (YWF) department. YWf Interns worked to support students with the highest absenteeism to provide personalized support through morning preparation calls and ensuring that students logged into their class sessions. The school personnel mobilized, additional staff were hired, hours were extended to meet the demands of our students & families. It took a village. The results from i-Ready show that as a school overall, we made academic gains. We provided the Beginning of Year data and compared it to the End of Year data. See below.

iReady ELA EOY 2021: Grades K-5

Tier I: 39% students on or near grade level an increase from 21% from the Beginning of Year data

Tier 2: 39% students about 1 year below grade level, a decrease 45 % students from the Beginning of Year data

Tier 3: 23% students about 2 years or more below grade level, a decrease from 33% from the Beginning of Year data

iReady Mathematics EOY 2021: Grades K-5

Tier I: 31% students on or near grade level an increase from 15% from the Beginning of Year data

Tier 2: 44% students about 1 year below grade level, a decrease 55 % students from the Beginning of Year data

Tier 3: 25% students about 2 years or more below grade level, a decrease from 30% from the Beginning of Year data

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.

Our Multi-Tiered System of Support was put to the test through the school closures. Our Integrated Services Model utilizes a Tiered Level of Support which ensures that our students and families receive support. Our Case Manager, Social Worker and Social Work Interns help to assess the individual families and their needs. In addition, we surveyed our families within two weeks of the school closures to determine what they needed including technology, hot spots, food, counseling, small group interventions, referrals to resources, additional one on one supports/check-ins. Tracking attendance was critical. If we were unable to contact a student/family, we utilized a "Relationship Based Approach" and identified the staff member whom we believed would be best able to connect with the student/family. Having a deeper understanding of students who were absent informed us if the area of need was a practical one (technology/hot spot/food) or a need that warranted more of a relational support.   The outreach to home also allowed the school to understand if the family had additional needs and if a student should be placed on the agenda for the Integrated Services Meeting where a multi-disciplinary discussion could take place on what would support the student and family. During these meetings, we were able to identify what individualized supports would benefit the student's attendance and functioning. One on one check ins, small group interventions, and when needed, a Mental Health referral were all utilized, when appropriate, throughout the year to improve functioning and wellness (TIER 2).   Mental health services continue to be offered virtually to those students and/or parents in need. Additionally, trainings were held for parents/caregivers to provide them with tips on how to support their children with the myriad of stressors due to pandemic and civil unrest.

The families we serve live in communities that felt a greater impact by the pandemic including job loss, food instability, inability to socially distance when a family member was Covid positive, loss of loved ones due to Covid. For many parents/caregivers who were working, they were challenged with child care issues. We encountered some of our students being left with relatives or neighbors who lacked the ability (for a variety of reasons) to support these students with distance learning. For some students with minimal supervision, logging into school was a large challenge for them and often for our team.   Despite multiple and even creative efforts on our part, we know some students suffered academically (and socially and emotionally during this past year).

Our school also worked closely with our Best Start program which secured a thousand food boxes to be delivered to those families most in need. School was able to identify our families most in need of benefitting from the additional food resources. In addition, our school was able to partner with our Youth Workforce Services (YWS) program and utilize YWS interns to support teachers in zoom classes as well as support students who had difficulty engaging or connecting to technology particularly in the morning.

In an effort to strengthen the universal supports (TIER 1) at the school, a few staff from the school participated in a Social & Emotional Wellness Taskforce. Purpose of the taskforce was to prioritize the social and emotional capacities of the staff. Whether a school staff meeting was formal (professional development, grade level meetings) or informal (check-ins, group gatherings) the intent was to support the staff as we understood the overwhelming and stressful impact of distance learning.

Integrated Services also presented at the virtual parent/principal information meetings. Parents with learned about the signs that children might exhibit if they are having emotional difficulty, especially during the pandemic. Parents were appreciative about gaining this information and attendance was very high on Zoom.

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.

One of our successes this year was the significant increase in the amount of parent engagement. Just before the start of 2020-21 school year, our school distributed Chromebooks to every student which gave parents access to every school meeting or workshop via Zoom. Parent meetings were shifted to 5:30pm start times and went as late as 7pm. These meetings included SSC, ELAC, principal/parent information meetings (Café de padres). Our attendance at these meetings grew to almost 3x the amount of parents. We also had a team of individuals including: Instructional Assistants, Office Staff, Case Manager, Social Work Interns, Interns, and even therapists work to reach our families, especially those who had chronic absences.

Challenges: Even with the tremendous team effort and output of phone calls, we still had approximately 5 families who did not respond with consistency to the school. When communication was established, the parent was advised of available resources. For instance, support was provided, including employees who called daily to have students participate in virtual sessions. However, the parent did not ensure that their child(ren) participated in distance learning consistently. These students are at Tier 3 in chronic absenteeism. Even with the efforts made, we were not able to get parents to attend meetings nor parent/teacher conferences. Social Worker has also made concerted efforts to support families, but they are hard to reach.

Analysis of School Nutrition

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

UPDATE:

During the 2020-21 school year, our challenge at Para Los Ninos Charter Elementary was the location of our school. We are considered a commuter school in that we are not centrally located in a neighborhood, but instead are part of an urban setting. Our students and their families all live no less than 5 miles from our school and public transportation along with the high positivity cases of COVID-19 were a scary and discouraging thought. Despite all the logistical challenges our families faced in their attempt to provide a nutritious meal to their children, we applied for all the necessary waivers to adjust and make it possible and distribute compliant meals once a week. These complaint meal packs contained both a nutritious breakfast and lunch to cover the school week (Monday-Friday)- distributions happened every Wednesday from 8:00a.m. – 12:00noon. All our meals were prepared by our Food Service Vendor and packed at their facility and delivered on distribution days every morning. For those families that could not pick-up the meal packs on their own our meal service team would deliver the meal packs in a safe-serve manner to their home. Now that we have returned to a hybrid approach to in-person instruction our students continue to receive daily nutritious and compliant breakfast and lunch meals at school. We kept our Wednesday distribution day to allow access to all students that still continue to do full remote learning and receive a weekly meal pack. Being able to offer and continue to support a healthy meal pattern for all the children of Para Los Ninos despite the remote location of our school has been a great success in a very trying time.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement Outreach	Parent Education Bridge for Student Achievement Foundation- series of 25 workshops (including literacy, English Language Dev, social skills, child development, etc.)	$10,000	$8, 000	N
Pupil and Family Engagement Outreach	Cost for One-Call	$250	$28, 624	N

Nutrition	Purchase of additional Equipment for outside lunch	$5,000	$0	N
Pupil and Family Engagement Outreach	Parent Engagement Activities	$20,000	[$ 0.00]	N
Pupil and Family Engagement Outreach	Staff Cost	$5,363	$5 363	N
Mental Health and Emotional Well-being	License for Telehealth	$2,000	$2,000	Y
Other	Outdoor space modifications	$20,000	[$ 0.00]	N
Mental Health and Emotional Well-being	School Social Worker	$40,170	40, 170	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.

We received alternative funding for the Pre-K-2nd grade parent classes to provide the basic orientation for our parents in order to access the school communications and meetings. All K-2 parents were invited to several workshops on Saturday that included: signing up and using Class Dojo; utilizing Zoom; emailing teachers; and a workshop on the Child and the Developing Brain led bilingually by our Mental Health team. Parents engaged by asking questions and learning about the impact of the school closures, the pandemic and civil unrest on family and the child. Other workshops included parents as leaders in school and communities. And finally a parent workshop on using technology to access community resources. These were workshops that were provided across the school year. One of the Parent Leader workshop series included funding for an electronic device for the parent participant.

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.

Many lessons were learned during the in-person and distance learning programs in the 2020-21 school year. As explained above, parent engagement was significantly higher with school-wide meetings, leadership meetings, and the parent voice increased. In addition, teachers at different grade levels held workshops for parents through a virtual mode. This has helped to inform the LCAP as parents provided a higher level of input. Many parents expressed that they want evening meetings and workshops through Zoom as

access in the evening works for them much better. Our challenge will be ensuring that they have access when the devices remain in school.

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

For the 2021-24 LCAP, we will continue to assess and address learning loss and the unique needs of students by:

Accelerating Learning; Personalizing Learning; using diagnostic, formative and summative assessments, and build upon the parent engagement that was established at a higher level during the school closures.

We will continue to use the i-Ready Diagnostic Assessment system in reading and math at the beginning, middle and end of the year to determine and address learning loss. As we move forward, we plan to use the Interim SBA to help guide us with decision making in supporting our Grade 3-5 students. We will continue to build upon the teacher's understanding of formative assessment and it's value in personalizing learning for students and moving instruction forward. We will also continue to build the Accelerated Learning approach in planning long-term to teach essential standards, and review precursor standards when needed. In addition, a plan to implement a more robust schoolwide intervention program will be developed in Reading and will be delivered during the instructional day. To support students in understanding the impact of the pandemic on academics, we plan to use" WIN Time" (What I Need) coupled with the development of a Growth Mindset as part of our SEL curriculum. We will continue to build our Tier 2 and Tier 3 Response to Instruction in Reading through the hiring of a Reading Specialist who can provide WIN time for students, especially at the 4th and 5th grades. In addition, the Reading Specialist will support teachers in providing a more robust primary intervention program. Instructional Materials will include the Wilson Reading Program. As part of Tier 2 and 3 with our Multi-tiered System of Support, we will implement a Personalized Learning Plan (PLP) and involve parents in the process to ensure a greater level of success through an authentic partnership.

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.

[Add text here]

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.

As we reflect on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, we have worked to inform our 2021-24 LCAP based on lessons learned and on the latest research in teaching and learning. We recognize that Para Los Ninos has always addressed the whole child (academic, social and emotional and physical) within the context of the family--this will continue. We also have learned that personalizing learning and systematically responding, collecting, and recording data will be key in responding to a student's individual needs; we aim to do this through Tier 2 and Tier 3 Personalized Learning Plans (PLPs). We have also learned that we must delve deeper in developing social and emotional competencies (CASEL competencies) and will be in constant pursuit of Social Emotional Wellness for our students and our staff; this will also be a part of our PLPs.

Our overarching organization has strengths and the Social Emotional Wellness Taskforce that was created across the departments and across our three PLN schools brought forth a strong interdisciplinary team. We will continue to build upon this to strengthen the personalization of the child and family's experience at PLN. We will also aim at supporting our staff's social emotional wellness. We are committed to learning more about formative assessment and the analysis of student work to further monitor student progress and adjust teaching in between benchmark assessments. Finally, we understand that parents are more accessible on Zoom and during evenings. They have voiced their needs and have participated in far greater numbers through Zoom than in person either with their phones or on their child's Chromebook. This, too, informs our Parent Engagement component within our LCAP goals. Our school recognizes our strengths together with our community. We will be in constant pursuit of our goals as we move forward to address the impact of the Covid-19 pandemic on our students, families, staff, and community.

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
Para Los Niños Charter	Norma Silva Principal	nsilva@paralosninos.org 213-239-6605

Plan Summary 2021-2022

General Information

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

Para Los Niños Charter School, now in its 19th year of operations, is a cornerstone for working families in Downtown Los Angeles. Located in an historic brick building on 7th Street just east of Alameda, our elementary school straddles the gritty, industrial downtown sector and the Arts District. Para Los Niños Charter School (PLN CS) is a learning haven for children who have experienced multiple stressors in their lives; 92% of whom are socioeconomically disadvantaged. Through a relationship-based approach and Multi-Tiered System of Support, we provide an educational program that addresses the academic, social and emotional learning and, ultimately, the wellness of our students. We have an intense focus on the whole child, understanding that children live and learn within the context of a family, and a family lives and learns within the context of a community. As part of a non-profit organization, we strive to personalize our educational approach for every student by providing comprehensive and accessible support in our schools which begin from infancy and range to middle school. We are in constant pursuit of accelerated learning, through assessment and data-driven data decision-making. Through an interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are English Learners – are provided with multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN CS believes that deeper, active and engaged learning builds on students' lived experience and knowledge and encourages inquiry and exploration. We are in pursuit of creating a more culturally relevant educational experience for students by integrating social justice themes. Through inquiry in NGSS topics we also promote relevance, critical thinking and standards-based rigor in the lives of our students. Sheltered English is our current approach for our English Learners as we explore models and programmatic options for Dual Language development. We aim to provide a greater level of rigor through a structured, standards-based literacy program that builds on inquiry while developing strong foundational reading skills. We are working collaboratively as an organization to support staff and students in their development of CASEL competencies. We personalize support by working in partnership with families. We aim to create a personalized experience for the child and family through the interdisciplinary work of educators and staff in Social Work, Mental Health, and our Afterschool Program. Working collaboratively as an organization, we seek to unlock the potential of every child and promote powerful families and communities.

Reflections: Successes

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

PLN CS stakeholders have reviewed our CA Dashboard and local data making changes that will build will support students toward achieving at higher levels in academic achievement and strong skills in social and emotional learning and wellness. However, due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

* Our Reclassification Rates increased annually: 5.2%, 11.6% and 24.6 with the last Dashboard year being 2018-19.
* Our internal iReady data shows overall academic gains during the 2020-21 Covid-19 pandemic from Diagnostic 1 to Diagnostic 3 as follows:

Academic Gains during the 2020-21 school year
iReady Data in ELA : Grades K-5
Tier I: 39% of students are on or near grade level; an increase from 21%
Tier 2: 39% of students are about 1 year below grade level; a decrease from 45%
Tier 3: 23% of students are about 2 years or more below grade level; a decrease from 33%

iReady Data in Mathematics: Grades K-5
Tier I: 31% of students are on or near grade level; an increase from 15%
Tier 2: 44% of students are about 1 year below grade level; a decrease from 55%
Tier 3: 25% of students are about 2 years or more below grade level; a decrease from 30%

Technology:
At the beginning of the pandemic, a family survey revealed that less than 8% of our students had a suitable electronic device at home and only 38% had any means of internet access. Beginning in August 2020, every student was offered a Chromebook, a positive impact from the funding during the pandemic. 73 unlimited bandwidth internet hotspots were provided.

Parent Engagement: Parent involvement through meetings increased three-fold during the pandemic period. All parent meetings were held at 5:30pm and were made accessible through the Zoom platform. In addition, because of our shift to one to one Chromebook devices for every student in TK through 5th grade, and mobile hotspots and internet support for some students, parents accessed meetings using their child's Chromebook or their telephone. Parent Information Meetings with the principal (Cafe de padres) were held monthly. The School Site Council (SSC) and the English Learners Advisory Council (ELAC) meetings in the 2020-21 school year had an attendance that continued to increase each month by the parent community. Both the SSC and ELAC recommend that meetings be held on Zoom when school resumes in the fall.

Adoption & Professional Development in the implementation of ELA Curriculum - EL Education
*After review of data with stakeholders, the school adopted EL Education in English Language Arts in the 2019-2020 school. All teachers received training from TNTP consultants to implement a rigorous, standards-based ELA curriculum. Primary teachers focused on the development of Reading Foundational Skills. All teachers received training in the intellectual preparation of teaching close reading skills. The EL Education curriculum provides a solid foundational skills block for the primary grades, while also offering all grades literacy modules aligned with inquiry in NGSS themes and with social justice, an approach aligned with our inquiry approach.

Teacher Professional Development:
*To further promote data analysis with more immediacy, teacher professional development in the 2020-21 school focused on formative assessment, which was especially critical during the distance learning period. Teachers engaged in learning protocols that would inform their next moves in teaching.
*In the 2020-21 school year, a group of 7 teachers and administrators received professional development to begin their development as peer coaches. Learning to focus on student learning rather than the teacher provided an observational shift for norming based on a rubric developed by TNTP. The PD promoted teachers' abilities to observe lessons to promote a classroom culture of learners, standards-based rigor, academic ownership, and demonstration of learning.

Teacher Retention
*We have been successful in retaining 100% of our teachers for the past two years 2019-20, 2020-21, and moving into our 2021-22 school year. Our administrators have also remained consistent, with no turn-over.

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.

Support for English Learners:

*Although our Reclassification rates increased over two consecutive years, the last year showed a significant decrease in reclassification rates. With over 53% of our student population identifying as English Learners, our teachers and instructional assistants need professional development in strategically supporting students in Designated ELD and Integrated ELD instruction.
Need for Robust Response to Instruction (RTI) Program:
*Reviewing our data reveals the need for a more robust, systematic intervention program in ELA. We identified the Wilson Reading System as an intervention for reading/writing. We will continue to build our instructional resources to supplement the program. The RTI approach needs to be well-defined and articulated. A Reading Specialist will provide the leadership and coordination needed in creating a strong system of instructional support and programming for students at the different tiers of RTI. The Reading Specialist, along with other identified staff, including Resource Specialists, will receive training in the Wilson Reading System components. The Reading Specialist will provide professional development and training for teachers and instructional assistants to implement a stronger intervention system, based on intervention cycles, data including benchmark data and progress monitoring. The Reading Specialist will lead data dives to determine areas of need and will work with grade levels to pinpoint instructional strategies to support students, including subgroups ELs and students receiving SPED services.
*Our data also reveals a need for a more robust and rigorous mathematics program. Professional development will also support teachers' skill development in eliciting student thinking and promoting problem-solving skills while developing fluency and flexible thinking, within a growth mindset for developing stamina.
* Further professional development is needed in formative assessment. Teachers need to develop a deeper understanding in how to meet the needs of diverse learners who are at different levels of achievement due to their English proficiency. A more personalized approach using formative assessment will better tailor instruction and differentiation.

*Our school chose a web-based, on-line diagnostic assessment, called i-Ready for reading and mathematics. Teachers are beginning to use the data and the system which provides a more personalized learning trajectory for students. Teachers can also strategically group students and deliver lessons based on the assessment results.
*Although our school has a whole-child approach, a greater focus has been on students' social and emotional learning and wellness through integrated services PD. Teachers focused three-weeks on social and emotional development through distance learning, community building, and valuing the individual as a responsible and contributing member.

LCAP Highlights

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

Develop stronger Tier I teaching in literacy and mathematics through professional development in peer coaching;
Implement a robust, systemic schoolwide intervention program in ELA with the leadership of a Reading Specialist, including PD for staff;
Identify a rigorous, standards-based mathematics program, provide professional development in Math CGI;
Implement a robust, systemic data-driven schoolwide intervention program in Mathematics utilizing resources and providing training;
Increase in academic achievement by engaging in data dives, including formative, summative, SBAC interim & summative, reviewing sub-group data, especially English Learners and SPED;
English Learners; engage parents in their child's Personalized Learning Plans at Tier 2 and 3
Build upon and sustain parent involvement as learned based on experience during school closures due to pandemic
Engage teachers, staff, and parents in exploring model programs for English learners and resource materials, including Dual Language Programs;
Explore standards-based mathematics curricula; identify a mathematics program to foster high levels of achievement;
Identify a system of support for students in mathematics as in RTI.

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

Para Los Niños Charter was not selected for Comprehensive Support and Improvement.

Support for Identified Schools

N/A

Monitoring and Evaluating Effectiveness

N/A

Stakeholder Engagement

Para Los Niños Charter Elementary seeks and provides access for stakeholder feedback in many ways.

Parents/Guardians:
In order to maximize parent engagement, Para Los Niños conducts all communications in English and Spanish. One Calls, text messages, phone calls, and flyers are all bilingual. Monthly Bilingual Newsletters provide access to school information, postings and parent education information are delivered by integrated services. During monthly town hall meetings with the principal (Café de Padres), the principal presents vital school information. The meeting includes an open forum giving parents the opportunity for comments, suggestions, and any other feedback. At monthly meetings, community resource partners make announcements and talk about their community services in English/Spanish (translation is always provided). In order to have access to school meetings during the Covid-19 school closures, parents were encouraged to use the school's electronic device on loan to their child for access to parent meetings, workshops, Back to School Nights, etc. An average of about 100 parents attended these virtual town hall meetings. Feedback was provided and collected through meetings, including polling. Parent Surveys were also conducted by the broader organization and by our school. We also collected feedback/information through our Community Services Hotline staffed by a Case Manager, and a Technology Hotline staffed by our library specialist. In addition, Para Los Niños collected anecdotal information through our School Case Manager, Office Staff, and Integrated Services staff through phone calls. Daily phone communications to parents due to student absenteeism were logged and information was collected. In order to further provide input for our school needs, parents participated in a survey May 2021 for the Extended Learning Opportunity Grant. Our School Site Council and English Learners Advisory Council became especially strong during the virtual Zoom meetings for the 2020-21 school year, with parent attendance reaching over 50 almost double than our on-site meetings. SSC and ELAC were familiar with standards-based data such as i-Ready and made recommendations across the year. All of these pathways of parent communication helped to inform our Learning Continuity and Attendance Plan and our Extended Learning Plan. The SSC and ELAC were well positioned to inform our LCAP and approve goals for the 2021-24 school years. All of these sources of parent feedback and data have helped to inform our LCAP for the 2021-2024.

Teachers/Staff/Integrated Services Staff/Admin: Throughout the pandemic, staff voices were important at weekly teacher and staff meetings, and grade level meetings. Teachers/staff have opportunities to voice their concerns, needs, and ideas. Para Los Niños also conducted a Staff Survey to gather information and feedback to inform

our Learning Continuity Plan for 2020-21.   In addition, teachers / administrators /Integrated Services Staff (Mental Health, Social Workers, Case Managers, etc.) from our broader organization, began working on Task Force Committees to discuss data, other information gathered, to inform our Distance Learning in the Spring and our Learning Continuity Plan for 2020-21. These Task Force Committees include: Social Emotional Wellness Task Force, Assessment & Learning Task Force, and the Learning Model Task Force. In May 2021, teachers, staff and Integrated Services met to discuss the Extended Learning Opportunities Grant. In addition, the Instructional Leadership Team had opportunities to provide further input, which also carried over to the LCAP. Through data dives and through formative assessment protocols, teachers also identified areas needing improvement. Teachers on the School Site Council brought their perspective and approval of the LCAP goals.

During the revision process, the LCAP was presented to the parents on the ELAC and SSC during a meeting held on October 27, 2021 and to all parents during Cafe de Padres on October 28th. On that same day, a public hearing was held during the Para Los Ninos Board of Directors meeting where any member of the Board or the general public were given an opportunity to provide feedback. Staff was given an opportunity to provide feedback during a meeting on November 2, 2021.

A summary of the feedback provided by specific stakeholder groups.

As mentioned above, parents received One Call voice messages, text messages, and Class Dojo announcements. Parents were encouraged to use their child's on-loan device for access to virtual Zoom meetings. Meetings were all held at 5:30pm. These meetings include: Principal Information meetings (Cafe de padres), School Site Council Meetings, English Learners Advisory Council Meetings.

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

*Teachers: Seek more professional development in ELD, mathematics, and reading; expressed the need for a Reading Specialist, a Safe School Specialist (Social-emotional support person on-site), and a new direction with mathematics by exploring and determining a new curriculum.

*Parents: Seek more support for English Learners; stronger intervention in reading and mathematics. Parents also expressed a desire for a change from transitional bilingual instruction to a stronger approach.

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement through the use of data analysis for decision-making, including summative assessment, benchmark data, formative assessment, and SBA interim and summative data, sub-group data, demographic information, with parent involvement

An explanation of why the LEA has developed this goal.

Prior to the pandemic, our stakeholders were already concerned with the school's overall academic achievement. Academic concerns have been exacerbated by the impact of the pandemic. Our school needs to build a systemic approach for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (formative, summative, interim and demographic) to better inform all instructional decisions. Through systemic protocols in the analysis of data school-wide, by grade level, and by student, we will create stronger intervention programs and intend to develop Personal Learning Plans as part of our RTI, and MTSS to address the needs of all subgroups; measure program efficacy; ensure maximization of human and financial resources to support the school's mission and organizational goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
% of Personalized Learning Plans (PLPs) created for students in Tier 2 and Tier 3	0%				100% for ALL students in Tier 2 and Tier 3
% of Parents that participate in the contribution of their child's PLP					95% of Parental participation
Frequency of Data Analysis Meetings that occur annually					6 meetings per year
Assessment Innovation Configuration Rubric Assessment Stage	Stage: Emergent				Reach level of Institutionalized

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading Specialist	The Reading Specialist will lead in the creation of a robust RTI program in reading; provide PD to stakeholders on the approach; ensure that targeted groups of students are working on skills to reach grade-level proficiency in both English Language Arts. This position provides small group intensive support for students whose performance falls below grade level.in reading, as well as coaching teachers on best practices to improve student performance. This position will also coordinate school-wide intervention for students by	$95,000.00	Yes

		identifying student needs and coordinating services through our WIN (What I Need) intervention program.		
2	Data Dives w/stakeholders	Calendar and conduct regular data informed professional development for teachers with a focus on error analysis, next steps: precursor skills to ensure foundational skills are strengthened, differentiated teaching, within an accelerated learning approach. The detailed, data analysis will focus on root causes and how to support on our subgroups, especially EL, SPED.	$5,000.00	Yes
3	Implement school-wide RTI in Reading/Math	The school will create a systemic school-wide RTI program with detailed support in Tier 2 and Tier 3. Ensure benchmark data analysis and progress monitoring. Ensure instructional materials are available for the targeted support in foundational skills development. Closely monitor subgroups (EL, SPED).	$20,000.00	Yes
4	Personalized Learning Plans	Personalized Learning Plans to be piloted and refined for students in Tier 2 and Tier 3. Parent Involvement and data sharing will be an explicit part of the plan.	$5,000.00	Yes
5	Instructional Aides	These personnel support students with the highest needs.	$225,556.00	Yes
6	Consultant	This will help provide targeted training and service to teachers to better serve key groups needing specific supports.	$139,914.00	Yes
7	Provide teachers with opportunities for outside training and conferences	Recognizing that there are numerous resources for teachers and staff outside of our school, this action seeks to have teachers broaden their skills while at the same time bringing back resources to campus that they can share and improve the skills of their peers as well.	$8,000.00	No

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Not applicable to this year's LCAP cycle.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide all students with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support student engagement; and supports to ensure academic success among all subgroups with parent involvement (EL, SPED).

An explanation of why the LEA has developed this goal.

Our last SBA data from 2019 in both ELA and Mathematics showed a marked decline after having made steady gains in both areas. The overall decline in student achievement is reflected in subgroup declines especially in ELA. In 17-18, 28% of English Learners (ELs) met or exceeded standards in ELA compared to 9% in 18-19. Students with IEPs declined from 36% Met/Exceeds to 23%. Changes were made in the 2019-2020 school year with a focus on professional development as part of the adoption of EL Education, a rigorous ELA curriculum. Professional development in Accelerated Learning and formative assessment became a focus in the 2020-21 school during distance learning. A shift to i-Ready as a standards based on-line assessment showed that are students made gains as detailed in Goal #1. Stakeholders seek to continue to build on this foundational approach as we explore the adoption of a mathematics curriculum with the same level of standards-based rigor and high level professional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
i-Ready Reading Data	iReady ELA EOY 2021: Grades K-5 Tier I: 39% of students on or near grade level an increase from 21% Tier 2: 39% of students about 1 year below grade				By 2023-24 iReady ELA EOY Grades K-5 Tier I: 50% students on or near grade level Tier 2: 40% students about 1 year below grade level Tier 3: 10% students about 2 years or more below grade level

	level, a decrease from 45% Tier 3: 23% of students about 2 years or more below grade level, a decrease from 33%				
i-Ready Math Data	iReady Mathematics EOY 2021: Grades K-5 Tier I: 31% students on or near grade level an increase from 15% Tier 2: 44% students about 1 year below grade level, a decrease 55 % students Tier 3: 25% students about 2 years or more below grade level, a decrease from 30%				Tier I: 50% students on or near grade level Tier 2: 40% students about 1 year below grade level Tier 3: 10% students about 2 years or more below grade level
CAASPP - ELA Data	2018-19 28.57% meeting or exceeding standards (-10.54% drop from previous year)				By 2024 SBA-ELA 50% meeting or exceeding standards
CAASPP - Math Data	2018-19 27.32% meeting or exceed standards (-13.13% drop from previous year)				By 2024 SBA-Math 50% meeting or exceeding standards
ELL Reclassification Rate	2019/2020 Reclassification Rate: 12.6%				18%
ELPAC Proficiency Data	2018/2019 ELPAC Summative Data: 10.75% Proficient				20% Proficient

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt a rigorous, standards based Mathematics curriculum, and create a strong implementation plan	Provide systematic professional development to teachers on shifts in mathematics practices and standards, and workshops for parents on these changes. Adopt a curriculum, provide professional development in the implementation, peer coaching cycles	$9,000.00	No
2	Implement school-wide RTI in Reading	Create a systemic school-wide RTI program with detailed supports in Tier 2 and Tier 3. Ensure benchmark data analysis and progress monitoring. Ensure instructional materials are available for the targeted support in foundational skills development. Closely monitor subgroups (EL, SPED).	$20,000.00	Yes
3	Peer Coaching	Provide continuous professional development in peer coaching, provide cycles of support and release for teachers to observe lessons and provide support.	$30,000.00	No
4	Instructional Aides	The Instructional Aides will help support targeted student groups through intervention, classroom support for targeted populations, as well as before and after-school support with students, including SWD.	$180,835.00	Yes
5	Teachers	This action will help all of our students meet their academic needs in all core content area classes, as well as electives and other additional instructional support.	$1,380,091.00	No
6	Administrative Staff	This action will help coordinate school academics and operations to ensure a successful learning environment for students.	$273,817.00	No
7	Instructional Materials	This action will provide students with high-quality instructional materials to help students reach grade-level standards.	$132,660.00	No
8	Teacher Stipends	This action will help to provide additional academic and extracurricular support that will ensure a well-rounded academic and school program for targeted students.	$35,333.00	Yes

9	Special Education Program	Our SPED teachers will help provide targeted small group push in and pull out support for students to meet IEP goals. In addition, they will co-teach with teachers and provide lesson plan support to meet student needs in all content areas.	$63,000.00	No
10	Office Manager & Clerical Support	The Office Manager will help to coordinate operations and front office activities to better serve students and families at the school.	$108,535.00	No
11	After School and Summer programming	After School and Summer programming is designed to help targeted student groups to close gaps in their academic abilities. Includes staff and programming costs.	$1,016,169.00	Yes
12	Other Certificated Salaries	Salaries for the following personnel: occupational therapist, reading specialist, school psychologist, school social worker, librarian, family case management, and speech and language therapist.	$368,010.00	Yes
13	Employee Benefits	Employee benefits for certificated and classified staff.	$846,472.00	No
14	Food Services	Costs associated with providing all students free breakfast, lunch, and snack throughout the year.	$211,410.00	No
15	Educational Software	Purchase of educational software that support the academic programs.	$16,660.00	No
16	Recruitment	This action focuses on hiring staff that are aligned with the overall mission of the organization - PLN - while at the same time understanding the work, community, and students which we serve. Giving incoming staff clear guidance will help to attract mission-aligned staff and ensure to retain them.	$4,500.00	No

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Create a safe, positive school culture through Social Emotional Wellness as a component of SEL curriculum, integrated services, and parent engagement

An explanation of why the LEA has developed this goal.

Our school dashboard data shows that 93% of our students are socioeconomically disadvantaged. With over 12% of our students receiving mental health services, our assessment data (ACES) showed that our students experienced multiple stressors in their lives before the pandemic. We know that these stressors were exacerbated by the pandemic. Early into the pandemic, PLN established a Social and Emotional Wellness (SEW) Taskforce composed of an interdisciplinary team across schools and departments: teachers, school psychologists, social workers, therapists, mental health and school administrators. Through monthly SEW meetings, parent information workshops/meetings, the gathering of formal and informal data from the different departments, the Taskforce determined that SEW is the highest priority for our community on our recovery from the pandemic. Our organization is strategically positioning ourselves to respond to the social and emotional needs of our students by prioritizing social and emotional learning in pursuit of wellness for all students, families, and staff through a relationship and evidenced based, personalized approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CASEL Resource Center Rubric for Stages of SEL Implementation	Focus 1: Build Foundational Support and Plan				Focus 4: Reflect on Data for Continuous Improvement

Ensure the our facility is at the "good repair" or better as measured by SARC	2018-29 SARC Overall Rating Good				SARC Overall Rating Exemplary
Student Satisfaction Surveys	2019 Results: 65%				95% Satisfaction
Parent Satisfaction Surveys	2019 Results: 81%				95% Satisfaction
Average Daily Attendance Rate	2018/2019 SY: 96%				97%
Chronic Absenteeism Rate	2018/2019 SY: 9.1%				7%
Suspension Rate	2019/2020 SY: 0%				0%
Expulsion Rate	2019/2020 SY: 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEW Professional Development	Professional development in SEW, CASEL competencies, designated SEL lessons and strategies for integrating SEW across the day, promoting seamlessness into the Afterschool Program	$15,000.00	No
2	Create a systemic RTI approach in SEW	Create a well- articulated RTI approach to Social and Emotional Learning and Well-being by having teachers/IAs collaborate with the School Support Team described above. This will also create a stronger Positive Behavior Intervention Support plan with the services that support staff can provide.	$5,000.00	Yes
3	Safe School Specialist	Tier I-Safe School Specialist- supports students in conflict-resolution on yard, provides	$60,000.00	Yes

		models lessons across the school, promotes PBIS system.		
4	Nursing	This will help to provide students with a safe and healthy environment to better be able to participate in school programs	$63,966.00	No
5	Facility costs	Facility costs will ensure that students have a school that will meet their educational and extracurricular needs.	$1,093,782.00	No
6	Inner City Arts	The opportunity to work with ICA will ensure students receive a well-rounded education. This will be one that includes the arts, with the purpose of connecting students with other potential interests outside of academics.	$100,000.00	No
7	Panorama Education	Student and Family survey administration and reporting.	$2,000.00	No

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's 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.

Not applicable to this year's 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
38%	$971,051.00

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

Required Descriptions

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

We have identified that our English Learners and our SPED English Learners have not been meeting our reclassification goals. In fact, the reclassification rate dropped from 2017-18 to 2018-2019. The data shows that in 2019, the percentage of our English Learners making progress towards English Proficiency was 40% compared to the California average of 48.3%. Our DIBELS data across these years, shows weaknesses in the foundational reading skills. Through EL Education adoption, foundational skills were assessed for all students. That data also showed significant gaps in the basic skills building blocks for our English Learners in decoding and encoding skills, as well as gaps for our SPED students, and SPED/ELs. Additionally, through formative assessment collections, and the analysis of root causes in Winter 2021, teachers determined that students had difficulty writing cohesive sentences and needed vocabulary development to express complete ideas. EL Education involves planning to scaffold the needs of our English Learners.

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

A focus on professional development in English Language Development will support our English Learners, and our students with special needs or students identified in both categories. A specific model and curriculum change is needed for the Designated ELD period. Further professional development and training is required for teachers and instructional assistants in Integrated ELD. Our data analysis will include formative assessment to better pinpoint the challenges that students demonstrate and determine the teacher's next steps in responding to the identified needs.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,378,267.00	$1,646,299.00		$1,510,144.00	$6,534,710.00	$3,650,092.00	$2,884,618.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Reading Specialist	English learner (EL), Low Income, Foster Youth				$95,000.00	$95,000.00
1	2	Data Dives w/stakeholders	English learner (EL), Low Income, Foster Youth	$5,000.00				$5,000.00
1	3	Implement school-wide RTI in Reading/Math	English learner (EL), Low Income, Foster Youth				$20,000.00	$20,000.00
1	4	Personalized Learning Plans	Low Income, English learner (EL), Foster Youth				$5,000.00	$5,000.00
1	5	Instructional Aides	English learner (EL), Low Income, Foster Youth				$225,556.00	$225,556.00
1	6	Consultant	English learner (EL), Low Income, Foster Youth	$14,081.00			$125,833.00	$139,914.00
1	7	Provide teachers with opportunities for outside training and conferences					$8,000.00	$8,000.00
2	1	Adopt a rigorous, standards based Mathematics curriculum, and create a strong implementation plan	All	$9,000.00				$9,000.00
2	2	Implement school-wide RTI in Reading	Foster Youth, Low Income, English learner (EL)				$20,000.00	$20,000.00
2	3	Peer Coaching	All	$30,000.00				$30,000.00
2	4	Instructional Aides	English learner (EL), Low Income, Foster Youth	$30,240.00			$150,595.00	$180,835.00
2	5	Teachers	All	$1,247,431.00	$132,660.00			$1,380,091.00
2	6	Administrative Staff	All	$273,817.00				$273,817.00

2	7	Instructional Materials	All	$93,660.00	$4,000.00		$35,000.00	$132,660.00
2	8	Teacher Stipends	Low Income, English learner (EL), Foster Youth	$27,000.00			$8,333.00	$35,333.00
2	9	Special Education Program	Student with Disabilities (SWD)		$63,000.00			$63,000.00
2	10	Office Manager & Clerical Support	All	$63,409.00	$20,592.00		$24,534.00	$108,535.00
2	11	After School and Summer programming	Low Income, English learner (EL), Foster Youth		$983,169.00		$33,000.00	$1,016,169.00
2	12	Other Certificated Salaries	Low Income, English learner (EL), Foster Youth	$1,968.00	$122,284.00		$243,758.00	$368,010.00
2	13	Employee Benefits	All	$642,361.00	$200,634.00		$3,477.00	$846,472.00
2	14	Food Services	All				$211,410.00	$211,410.00
2	15	Educational Software	All	$16,660.00				$16,660.00
2	16	Recruitment	All	$4,500.00				$4,500.00
3	1	SEW Professional Development	All	$5,000.00			$10,000.00	$15,000.00
3	2	Create a systemic RTI approach in SEW	Low Income, Foster Youth, English learner (EL)				$5,000.00	$5,000.00
3	3	Safe School Specialist	English learner (EL), Foster Youth, Low Income				$60,000.00	$60,000.00
3	4	Nursing	All	$33,966.00			$30,000.00	$63,966.00
3	5	Facility costs	All	$778,174.00	$119,960.00		$195,648.00	$1,093,782.00
3	6	Inner City Arts	All	$100,000.00				$100,000.00
3	7	Panorama Education	All	$2,000.00				$2,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds

Total:					$78,289.00	$2,175,817.00	
LEA-wide Total:					$78,289.00	$2,175,817.00	
Limited Total:							
Schoolwide Total:							

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reading Specialist	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		$95,000.00
1	2	Data Dives w/stakeholders	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$5,000.00	$5,000.00
1	3	Implement school-wide RTI in Reading/Math	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		$20,000.00
1	4	Personalized Learning Plans	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$5,000.00
1	5	Instructional Aides	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		$225,556.00
1	6	Consultant	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$14,081.00	$139,914.00
2	2	Implement school-wide RTI in Reading	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		$20,000.00
2	4	Instructional Aides	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$30,240.00	$180,835.00
2	8	Teacher Stipends	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$27,000.00	$35,333.00
2	11	After School and Summer programming	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$1,016,169.00
2	12	Other Certificated Salaries	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,968.00	$368,010.00
3	2	Create a systemic RTI approach in SEW	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$5,000.00
3	3	Safe School Specialist	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$60,000.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$125,000.00	$13,000.00	$20,000.00	$10,000.00		$1,342,144.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Reading Specialist	$95,000.00						$95,000.00
1	3	Implement school-wide RTI in Reading/Math						$20,000.00	$20,000.00
1	4	Personalized Learning Plans		$5,000.00					$5,000.00
1	5	Instructional Aides	$30,000.00					$195,556.00	$225,556.00
1	6	Consultant						$125,833.00	$139,914.00
1	7	Provide teachers with opportunities for outside training and conferences		$8,000.00					$8,000.00
2	2	Implement school-wide RTI in Reading			$10,000.00	$10,000.00			$20,000.00
2	4	Instructional Aides						$150,595.00	$180,835.00
2	7	Instructional Materials						$35,000.00	$132,660.00
2	8	Teacher Stipends						$8,333.00	$35,333.00
2	10	Office Manager & Clerical Support						$24,534.00	$108,535.00
								$33,000.00	$1,016,169.00

2	11	After School and Summer programming								
2	12	Other Certificated Salaries							$243,758.00	$368,010.00
2	13	Employee Benefits							$3,477.00	$846,472.00
2	14	Food Services							$211,410.00	$211,410.00
3	1	SEW Professional Development			$10,000.00					$15,000.00
3	2	Create a systemic RTI approach in SEW							$5,000.00	$5,000.00
3	3	Safe School Specialist							$60,000.00	$60,000.00
3	4	Nursing							$30,000.00	$63,966.00
3	5	Facility costs							$195,648.00	$1,093,782.00

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)).

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **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.