

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 Middle
CDS code:	19 64733 0117846
LEA contact information:	Hassan Dornayi, hdornayi@paralosninos.org, 213-896-2640
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	\$	3,276,866
LCFF supplemental & concentration grants	\$	906,636
All other state funds	\$	704,902
All local funds	\$	29,667
All federal funds	\$	1,624,350
Total Projected Revenue	\$	5,635,785
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,614,307
Total Budgeted Expenditures in the LCAP	\$	5,079,526
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,593,670
Expenditures not in the LCAP	\$	534,781
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	453,512
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	453,512

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.]
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.]

LCFF Budget Overview for Parents Template

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

CDS Code: 19 64733 0117846

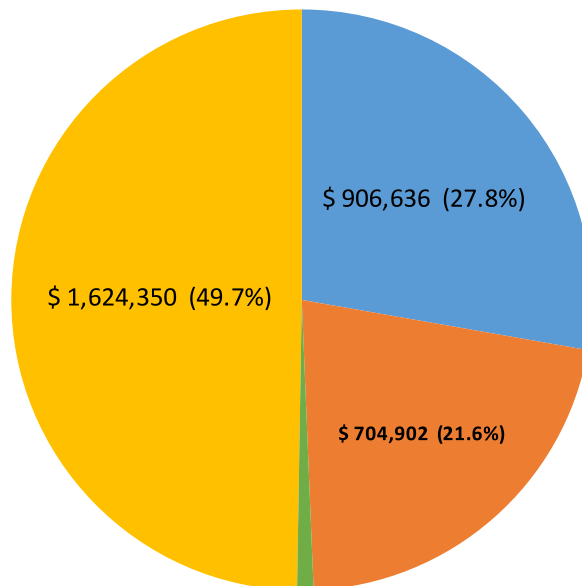
School Year: 2021 – 22

LEA contact information: Hassan Dornayi, hdornayi@paralosninos.org, 213-896-2640

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

Budget Overview for the 2021 – 22 School Year

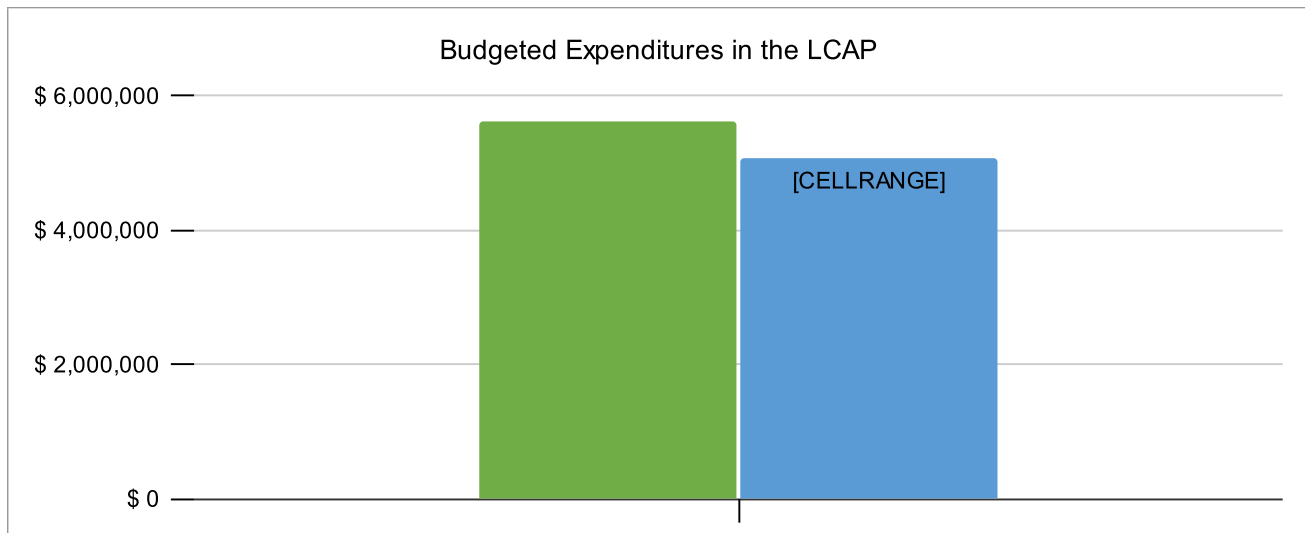
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Para Los Ninos Middle expects to receive in the coming year from all sources.

The total revenue projected for Para Los Ninos Middle is \$5,635,785.00, of which \$3,276,866.00 is Local Control Funding Formula (LCFF), \$704,902.00 is other state funds, \$29,667.00 is local funds, and \$1,624,350.00 is federal funds. Of the \$3,276,866.00 in LCFF Funds, \$906,636.00 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.



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

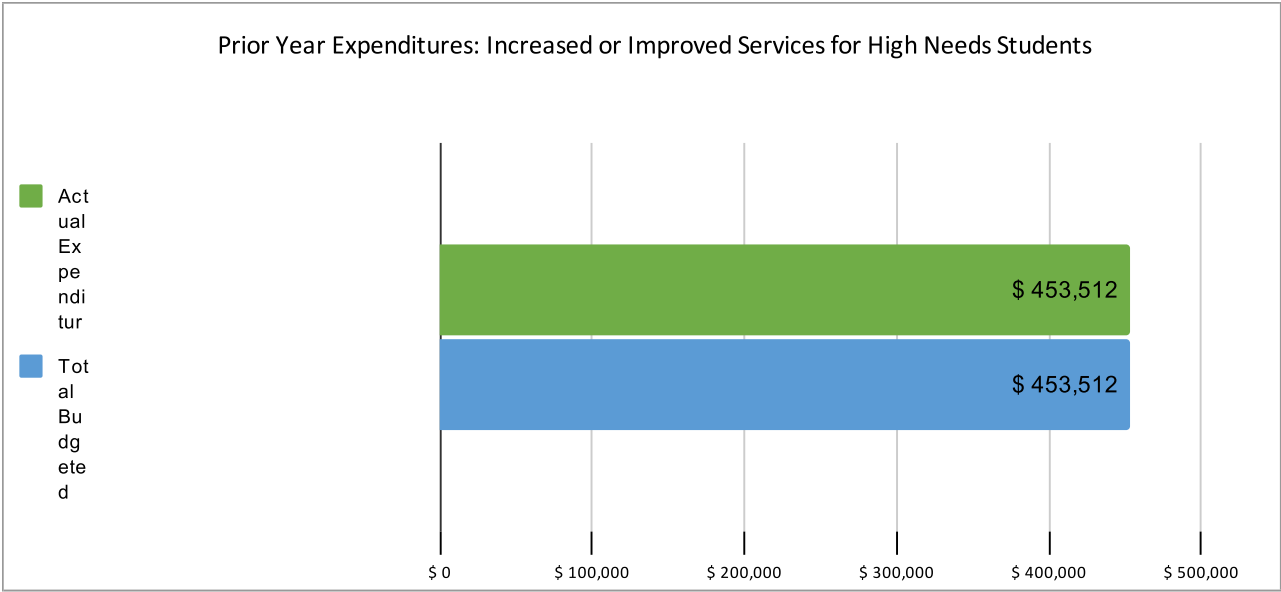
Para Los Ninos Middle plans to spend \$5,614,307.00 for the 2021 – 22 school year. Of that amount, \$5,079,526.00 is tied to actions/services in the LCAP and \$534,781.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 Middle is projecting it will receive \$906,636.00 based on the enrollment of foster youth, English learner, and low-income students. Para Los Ninos Middle must describe how it intends to increase or improve services for high needs students in the LCAP. Para Los Ninos Middle plans to spend \$1,593,670.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Para Los Ninos Middle 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 Middle 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 Middle's Learning Continuity Plan budgeted \$453,512.00 for planned actions to increase or improve services for high needs students. Para Los Ninos Middle actually spent \$453,512.00 for actions to increase or improve services for high needs students in 2020 – 21.

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 Middle	Dr. Hassan Dornayi, Principal	hdornayi@paralosninos.org (213) 896-2640

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

Identify, attract, and retain high quality teachers and staff to provide innovative instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Retain 100% of quality teachers and staff from 2018-2019 school year	Retained over 90% of teachers for the 2019-20 school years.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Change hiring practices and postings to better reflect PLN vision and attract high quality teacher candidates.	\$45,156 (not broken out in LCAP)	Teacher recruitment - \$16,327.56 for 20-21 and \$10,126.76 for 19-20
Train teachers in culturally responsive pedagogy.		
Train teachers in appropriate cross-curricular strategies to meet the needs of all students as well as meeting content standards.		
Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.		\$5000 for years from 2019-20

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 used but budgeted for this goal were shifted to other areas of student need. The lack of use of funds was due to the lack of need for teacher recruitment since most teachers were retained over the last two years. Instead, most funds were used for intervention services since this area became an area of greater need and additional staffing for intervention became necessary.

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

There were numerous successes in this area as measured through the retention of staff. There was specific success specifically with having teachers grow and develop within PLN after being identified as strong fits for the organization and school. Providing professional development opportunities and opportunities for conferences were also additional ways in which teachers were able to grow and develop within the charter school.

One of the main challenges that was evident in this goal was that regardless of the opportunities and the culture that were created, there were still staffing turnovers that took place. These still required additional staffing which was a challenge due to the vacancies being in difficult to staff content areas (Math, Science), however the staffing was still minimized compared to earlier years.

Goal 2

Implement a cohesive advisory curriculum to ensure students are successful in school as well as are ready for high school/college.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Have a minimum of 120 minutes per week dedicated to advisory class.	Advisory was provided for over 120 minutes per week. Students had an advisory period every day for a minimum of 30 minutes.
Have 100% percent of all lesson plans that are aligned towards student success and social emotional learning.	Teachers planned all lessons towards student success and social emotional learning. Teacher lesson plans were reviewed weekly and feedback was provided on strengths and areas in need of additional data or clarity.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	\$40,000 (not broken out in LCAP)	\$90,000 salary for counselor
Provide field trips to colleges/universities for all students.		
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.		
Plan a summer bridge program for 5th graders going to 6th grade.		

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 used.

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

There were several successes in this area. In particular with our counselor, we were still able to provide services for students that needed additional support. This included support through groups of students that were led by the counselor and provided higher levels of support for identified students.

One of the main challenges was providing specific services and concrete student supports in the remote learning environment. Identification of necessary student services was a strength, but the logistical coordination and follow-through with students and families was a challenge. Goal 3

Decrease number of long term English Learners and increase reclassification rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Decrease the number of Long Term English Learners by 4% from the 17-18 year. Increase the reclassification rate of EL learners by 4%.	LTEL numbers decreased from 110 (17-18) to 71 (18-19) to 57 (19-20) - via CDE Dataquest; a 48% decrease.

RFEP Rate 8% (17-18), 18.9% (18-19), 16% (19-20), 2.2% (20-21)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.	\$30,000 (not broken out in LCAP)	\$30,455.23 for Amplify ELA and ELD curriculum with training
Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.		

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 used.

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

The successes around implementing the new curriculum was mainly around the ability to provide teachers guided instruction and professional development around the implementation of the new curriculum. Teachers were then able to have greater success in rolling out the curriculum to students with a higher degree of fidelity.

Challenges with the implementation of ELD curriculum centered in the transition from in-person instruction to remote instruction. EL students, with particular needs around language development had greater challenges developing in all domains of language development and progressing towards English proficiency.

Goal 4

Increase the number of students who perform in the HFZ by 4% from the base year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
4% increase on overall student performance on HFZ from 2018-2019.	None to report due to the COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	\$15,000 (not broken out in LCAP)	\$15,000 - athletics program
Plan after school sports intramurals with PE teachers (Basketball, running, dance).		
Curriculum will be designed to help address each area of the HFZ.		

Goal Analysis

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

There was no data presented since the 18-19 school year although identification of students for differentiated intervention was still implemented. Funds were instead used to provide more athletic opportunities within the school through a robust athletics program.

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

Successes in the implementation of the actions centered around the ability of the teachers to be able to intervene with students and provide a rigorous curriculum for students and build their capacity in physical education.

Due to the school transition to remote learning it was not possible to take the assessments necessary for the HFZ. Because of this it was difficult to monitor the progress of students in the achievement towards the HFZ.

Goal 5

Increase the number of students who are reading at grade level and above. Increase the number of students meeting or exceeding mathematical standards at grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Annual ELA Performance – CAASPP Increase the number of students meeting and exceeding standards by 10%.	4% Decline from 17-18 to 18-19 - 19-20 data is unavailable due to COVID-19
Annual Math Performance – CAASPP Increase the number of students meeting and exceeding standards by 10%.	4% Decline from 17-18 to 18-19, 19-20 data is unavailable due to COVID-19

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Assistant Principal and Teacher Assistants collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.	\$60,000 (not broken out in LCAP)	\$5,000 for teacher intervention position \$15,000 for Tutored by Teachers intervention
Teacher assistants to support instruction for identified students.		\$110,000 for additional aide staff \$15,000 for staff overtime for intervention
Provide professional development for teachers on data collection and analysis to inform instruction.		

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 used and additional funds were allocated

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

The successes when intervention took place centered around the ability to have students actively participating in the intervention program. Our process of student identification and organization into intervention cohorts based on the data from student assessments became more refined and was better able to play students as staff and administration were better able to incorporate student data into everyday teacher practice.

One of the consistent challenges who was the multiple changes that took place with state assessments. Due to State assessments not being available we were not able to see whether the two years of intervention programming that was put into place provided tangible

results for students. Although internal measures sure that students did grow the ability to have larger scale comparisons based on state assessments would have been beneficial as a summative assessment of the intervention program.

Goal 6

Decrease the number of students arriving to school late. Decrease chronic absenteeism.

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
The average attendance rate will increase by .5% from the 2018-19 year.	19-20 ADA was 95.56%
Tardies will decrease by 7% from the 2018-2019 year.	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.	\$5,000 (not broken out in LCAP)	\$5,000
Work with parents through workshops to establish the importance of attendance.		

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 used for this goal.

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

Numerous steps that were put into place to positively reinforce student attendance resulted in beneficial trends. School culture was better able to reflect the importance of School attendance in the impact that it had on positive School outcomes with both students and parents.

Attendance rates became a greater challenge with the transition to distance learning as students at times found the online model difficult to engage in. Furthermore, with most of our parents continuing to work in-person, it became increasingly challenging for many of our students to have the appropriate supervision necessary in order to stay engaged in the entirety of their online classes. Due to this students that were occasionally tardy and absent had more significant attendance problems due to the lack of supervision. Bi-weekly meetings were held to discuss & plan outreach for students that were absent from one third of their classes during a 10 day interval. Students were tiered and areas of need were identified. Ultimately, as we reopened our school in limited capacity, this group of students were invited back first to access their on-line classes in classes.

Goal 7

Establish a policy to address cyber-bullying and bullying in general. Develop Positive behavioral expectations school wide.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Decrease number of suspensions by 1% from 2018-2019.	The actual numbers of suspensions decreased from 18-19 to 0 for the 2020/21 school year as reported via Dataquest.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement positive behavior programs such as free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	\$55,000 (not broken out in LCAP)	\$55,000
Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.		
Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.		

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 were spent as expected.

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

The positive culture that was created due to the implementation of a positive behavior recognition culture on campus provided significantly positive results for all students. Not only did metrics around suspension and expulsion decrease markedly over the past three years but students also became more involved in the school culture. Teachers as well noted benefits and student behavior and reported that students overall for more positively engaged in the school culture as a whole.

The main challenge around maintaining a positive School culture became larger with the distance learning model since positive behavior was reinforced by an overall changing culture on our campus. Maintaining the positive culture where students were decreasing negative Target behaviors and increasing positive interactions required significantly more dedicated time throughout the instructional day to build connections between students and staff. However we feel that the maintenance of this positive culture was important enough to warrant that additional time provided throughout the day.

The primary challenges we faced this past year were engagement and connectivity. We leveraged the work that we had done in person around school culture and establishing a community that practiced 4 primary values: Resilience unltly Scholarship and Empathy:

R.I.S.E. We added a 30 minute period to our weekly calendar called Rise & Grind two times a week. This time allowed for us to provide instruction to students around the schools values, celebrate successes (e.g., students of the month, yearbook, art week, spirit weeks, Dojo incentive award winners, teacher spotlights, knockout obesity challenge) and offer a platform for student voice at a schoolwide level. As a school, we established a routine that celebrated attendance and positive participation. In addition, we established a practice of “Sally Tuesday” led by our PE staff. This offered 3 minutes and 26 seconds each Tuesday to engage in a physical activity, together, to practice healthy habits and a mind & body connection. Providing these opportunities was invaluable to keep students engaged in the schoolwide culture.

Goal 8

To increase the number of hours that parents are involved in school events or activities. Increase communication with parents regarding student achievement and school events

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Average parent participation in meetings will increase 50% during 2018-2019 school year.	Parent participation remained constant for the 20/21 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.	\$15,000 (not broken out in LCAP)	\$15,000
Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.		

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 were spent as expected.

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

The success around this goal came about due to the changes in distance learning. Having to transition to an online format for our parent interactions provided more opportunities for parents to be able to engage in meetings and workshops. We had a significant increase from our in-person meeting attendance to distance learning. This then led us to plan for intentionally adopting an online format option for our meetings even anticipating when in person meetings will be allowed again.

Although we did see a significant increase in on-line meetings there were still a number of parents that did not participate in meetings of any format. Additional parent outreach and an attempt to build internal capacity to provide consistent outreach to families is needed. Accessibility with families and stakeholders continues to be an area where we want to improve to ensure that we have parents participating as true partners in the work we are doing with students and the community.

One of the areas of growth that is needed is finding alternative ways to provide detailed information about school initiatives, progress reporting and school calendars to all stakeholders. Internal demographic data review indicates that over 60% of our parents have not completed a High school diploma. In addition, as many as 30% of our families (100 families) qualify as at-risk for basic literacy skills in English/Spanish. It is of the utmost importance for our school community that we identify a variety of ways to inform and include our parents in a regular distribution of information related to student progress and opportunities for engagement. We look to partner with other schools & organizations in the community to provide resources to families to help them develop functional literacy skills or find ways to access our family specialist and social work interns to answer their question regarding meeting schoolwide expectations for students and families. For example, we work closely with the Salvation Army preschool team that is a neighbor. They

are a frequent resource to help support parents with access to books and basic needs such as clothes and diapers. When we engage parents with an offer of items to meet their basic needs we will begin to offer regular support in reviewing our school calendar and upcoming events as well as support in reviewing and accessing our CLASSDOJO announcements as well as quarterly progress reports. In addition, leveraging our after school program to identify families and students that would benefit from regular and additional support would be help us maintain a consistent support for all families.

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
Stipends for Staff: Reading Specialist, Intervention Specialist, Math Specialist	\$11,000	\$11,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule	\$81,600	\$81,600	Y
Operational Support – Signage and PPE	\$54,742	\$54,742	Y
Additional Materials	\$18,000	\$18,000	Y
Additional Staff- Instructional Assistants to support small group instruction (6 IAs) part time	\$60,000	\$60,000	Y

Additional Staff Time: OT	\$15,000	\$15,000	Y
Additional Afterschool Staff	\$10,000	\$10,000	Y
Staff Time: Leadership	\$120,000	\$120,000	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.

All anticipated expenditures were implemented.

Analysis of In-Person Instructional Offerings

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

We are incredibly proud of our online distance learning model. Our main goals when establishing this model was being able to maintain rigor for students while at the same time maintaining a school culture where students were connected with each other and with the campus. We worked closely with our Instructional Leadership Team to implement a clear pathway for all students and teachers to access the academic program. We worked exclusively with the Google Suite (i.e., Gmail, Google sites, Google classroom). This allowed us to provide all students with an email address the could send and receive emails access zooms with security and participate remotely. We also embraced the different learning model that's an opportunity for us to be able to be creative with our structure to teach and meet student needs. Because of this our attendance rates continue to stay high and parents reported positively overall about the distance learning model in their child's engagement with it. Furthermore we were able to mobilize additional support staff to help support teachers and students in their learning. In this way teachers could narrow their focus solely on their content and engaging students and students had multiple opportunities to engage with adults in small groups in a way that supported their overall learning trajectory. Our model was successful enough to have our campus rethink it's approach to in-person instruction as well and bring over successful practices from the distance learning experience into in-person instruction.

Challenges that emerged around the distance learning model centered around reaching chronically disengaged students. Although the group was small, there was a persistently disengaged group of students. These students struggled to maintain consistent attendance and engagement in distance learning for a variety of reasons. In several cases we were able to support students and facilitate their re-engagement in the distance learning school model. However with other students needed additional interventions, the inability to provide face-to-face contact limited interventions we could provide for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Licenses – NearPod	\$8,000	\$8,000	Y
Computer Devices for students: Homeless	\$10,000	\$10,000	Y
Hot Spots	\$3,000	\$3,000	Y
Computer Devices for Students: all others	\$60,000	\$60,000	N
Staff Costs: Certificated	\$1,265,791	\$1,265,791	N
Teacher Stipends	\$7,000	\$7,000	N
Staff Cost: Classified	\$425,958	\$425,958	N
Computer Devices for staff	\$5,000	\$5,000	N
Instructional Materials	\$5,000	\$5,000	N
Staff Cost: AfterSchool	\$227,853	\$227,853	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.

Funds were spent as expected.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Success - Maintaining the continuity of instruction became one of the key areas in which we focused as a school, in particular because we recognized that as a community the more seamlessly we could transition to distance learning immediately, the more likely we were to maintain students and families engaged in the work that we were doing. Thus when the shutdown took place we were able to already be prepared with a plan for instruction and a schedule for student support that we were able to immediately implement and distribute to families and seamlessly continue student instruction.

Challenges - The main challenge around maintaining continuity of instruction centered around student connectivity and ensuring that there was the minimum amount of instructional time lost for students that did not have online access. This then necessitated a quick reaction to mobilizing resources which at times still was not fast enough for all students to immediately transition to distance learning, in particular with a significant homeless population on our campus.

Access to Devices and Connectivity

Success - We were able to effectively mobilize resources to distribute devices (computers and hotspots) to students that were of highest need and successfully transition as a school to 1:1 with computer devices. We also were able to identify as a campus the students with the greatest need and that were lacking internet connectivity. Because of this work we were also able to distribute hotspots to families with the greatest need and ensure that all students had the opportunity to log on to online classes.

Challenges - In the midst of the pandemic shutdown, distributing devices in a way that kept staff safe became a challenge. Specifically, having to develop workarounds such as dropping items off outside of homes or mailing it to students became alternative means of distributing devices, but unfortunately did slow down access for students.

Pupil Participation and Progress

Success - One of the key pieces that we established was a master schedule that was flexible to provide numerous ways for students to receive small-group access to material and content. This then allowed greater levels of student participation than what we had been able to provide even in-person. Many students found this new format to be more engaging and teachers as well found that it facilitated greater degrees of differentiation for the work that they were doing.

Challenges - Perennially disengaged students that when in-person at least maintained attendance, found it easier to disengage and not participate in the online program. There were numerous ways in which as a school we attempted to bring these students back into the school environment but at times with families that refused to re-engage this was not as successful as we would have liked.

Distance Learning Professional Development

Success - As a school we emphasized skills for teachers to develop that would help them when transitioning back to in-person instruction as well as activities to build and maintain culture as a staff. There was an incorporation of technology and building teacher technology skills in order to make sure that teachers were able to build a fully engaging online environment.

Challenges - One of the main challenges around professional development was ensuring that teachers were able to leverage the tools as effectively as possible throughout their daily instruction. With a greater level of teachers working independently in their classrooms

and alignment happening across grade levels, some tools were preferred by certain grade levels over other tools. This then resulted in a limited capacity that was built around tools across the school as a whole.

Staff Roles and Responsibilities

Success - One of the key successes in our distance learning program was in establishing a firm network of staff roles and integrating all staff in an overall vision of supporting student academic success. Staff roles were clearly delineated beginning back at the initial shutdown in March of 2020 and those roles were able to be successfully maintained for the rest of distance learning. Establishing these roles for all of our staff allowed us to more seamlessly keep students engaged in the learning environment.

Challenges - One of the main challenges in staff roles and responsibilities was supporting staff that had changed in their roles from before the pandemic. There were transitions for staff where they had to learn additional roles and responsibilities. To do this successfully it necessitated additional scaffolding for staff that needed support in their new roles.

Support for Pupils with Unique Needs

Success - With the mobilizing of staff into new roles, it was possible for us to ensure that students with unique needs were able to receive services to ensure curriculum access. Furthermore, as we transitioned back to on-campus learning we were able to immediately identify students that needed specialized support in their learning and were able to reach them all and invite them back onto campus to participate in in-person instructional support.

Challenges - Although we did provide differentiated and specialized support for students, we recognize that for many students this level of support was not enough, in particular through a virtual format. Some students continued to struggle or feel disengaged in online learning with the lack of in-person

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday Intervention Program	\$ 20,000	\$20,000	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.

Intervention programs were implemented outside of the student instructional 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.

One challenge that we anticipated from the beginning of the transition to online learning was that there would be a number of students that would not be able to access an online learning format, or for whom online learning was not an effective way to access content. For these students we anticipated that there would be significant learning loss in the time away from school. This then necessitated significant interventions from support staff to re-engage students and provide opportunities for in-person instructional support when that became available. The results of these attempts to address pupil learning loss were effective in many situations but at times with students and families that faced numerous challenges the positive results were much more limited. This then moved us to a significant success as an overall school as we shifted to analyze how to mitigate loss once we had students back for in-person instruction and led us to develop a greater focus on personalizing instruction for students to be able to identify where students still needed additional support to return successfully to school.

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.

For our Integrated Services Model utilizing a Tiered Level of Support, ensuring our students and families had what they needed during this past school year was a priority including, technology, hot spots, food, counseling, small group interventions, referrals to resources, additional one on one supports/check-ins. Tracking attendance was critical. A spreadsheet documenting all attempts and/or contacts made by all staff allowed the school to determine if a particular student or family needed additional interventions. 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.

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.

Students engagement is measured by absences and performance on assigned classwork, examinations, projects, group work and homework. In addition, communication with parents and students is also a contributing detail to engagement. When a student has been absent from all classes in a day. When a student does not attend class but does not submit assignments or complete classwork. Teachers use the classdojo system to communicate with parents. In addition, teachers will contact parents to determine a plan for assignment of recovery. The following tiers are followed if the upon the teacher's referral: Tier 1: teacher remains in contact with parent and student to monitor work production and completion. Tier 2: Teacher indicated that student/parent have been unsuccessful with Tier 1 intervention and or parent/student are unresponsive. School Counselor/school case manager/ office manager will work to identify student/family needs work with administration to facilitate supports for student to increase engagement. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for

facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services). For students that have an unexcused absences they receive an automated call from the main office after which the following tiers are followed: Tier 1: student that has multiple absences consecutive or in a week are called by main office attendance clerk and asked to verify reason for attendance Tier 2: Students that demonstrate a pattern of 2 or more absences for consecutive weeks are referred to the school counselor and case manager to participate in individual counseling to provide supports for improved attendance. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services).

Analysis of School Nutrition

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

During the 2020-21 school year, our challenge at Para Los Ninos Charter Middle 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
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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.)	\$15,000	\$15,000	N
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	\$250	N
Nutrition	Purchase of additional equipment for outside lunch	\$5,000	\$5,000	N
Pupil and Family Engagement Outreach	School Case Aide Cost	\$23,819	\$23,819	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	\$2,000	Y
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.

All funds were spent as expected.

Overall Analysis

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

Some of the key findings that were taken from distance learning for future years at the school centered around the amount of support that was provided for students and how to better Target those supports to improve student outcomes. As a school we made significant gains in the processes we developed to identify and support students. We also were better able to leverage staff to make sure that the time it was needed to help support students was appropriately staffed. This was a part of a larger overall cultural push around targeted support for students and personalized instruction to help students achieve. These changes that were implemented and this larger cultural shift are now reflected in our current goals for the next 3 years. Personalized instruction for students and creating a tailored academic program for our children has become a key focal point for our school moving forward. In addition, the bridges that were built with parents to further engage them in their child's education became increasingly important and it's also reflected in our goals for the next three years. The overall learning from the remote instruction model centered around the importance of connections with students

and stakeholders as part of a larger support network to help students achieve. Our LCAP goals over the next 3 years center around some of these keys learnings from remote instruction and align them with tangible successes from our in-person instructional model to better provide a school environment which will result in greater overall achievement.

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

Pupil learning loss continues to be assessed and addressed in the upcoming LCAP through a greater focus on student personalization. This focus will initially start with our students with specialized needs since many of them already have an IEP or explicitly identified supports. From there we anticipate being able to expand these efforts in order to make sure that all students receive the same level of personalized instruction and that we are able to loop in parents and stakeholders to provide wrap-around services that help the student succeed overall.

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.

There were no significant differences.

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

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

The reflection on the current LCAP to inform our upcoming LCAP centered around how to take the current services that we were providing for students and how to tailor them more specifically for our students to receive a higher level of instructional support to be successful. The efforts in distance learning in particular showed that our staff has a significant capacity around the ability to make a learning environment work for students. The reevaluation of our LCAP centered around how to streamline services in a way that would help our teachers and support staff provide this environment for students and make sure that students are able to reintegrate into the in-person instructional model in a way that doesn't just ensure their recovery from a year of distance learning but also allows them the ability to be better prepared in their educational trajectory going forward.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

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 Middle	Dr. Hassan Dornayi, Principal	hdornayi@paralosninos.org (213) 896-2640

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

Identify, attract, and retain high quality teachers and staff to provide innovative instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Retain 100% of quality teachers and staff from 2018-2019 school year	Retained over 90% of teachers for the 2019-20 school years.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Change hiring practices and postings to better reflect PLN vision and attract high quality teacher candidates.	\$45,156 (not broken out in LCAP)	Teacher recruitment - \$16,327.56 for 20-21 and \$10,126.76 for 19-20
Train teachers in culturally responsive pedagogy.		
Train teachers in appropriate cross-curricular strategies to meet the needs of all students as well as meeting content standards.		
Teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.		\$5000 for years from 2019-20

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 used but budgeted for this goal were shifted to other areas of student need. The lack of use of funds was due to the lack of need for teacher recruitment since most teachers were retained over the last two years. Instead, most funds were used for intervention services since this area became an area of greater need and additional staffing for intervention became necessary.

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

There were numerous successes in this area as measured through the retention of staff. There was specific success specifically with having teachers grow and develop within PLN after being identified as strong fits for the organization and school. Providing professional development opportunities and opportunities for conferences were also additional ways in which teachers were able to grow and develop within the charter school.

One of the main challenges that was evident in this goal was that regardless of the opportunities and the culture that were created, there were still staffing turnovers that took place. These still required additional staffing which was a challenge due to the vacancies being in difficult to staff content areas (Math, Science), however the staffing was still minimized compared to earlier years.

Goal 2

Implement a cohesive advisory curriculum to ensure students are successful in school as well as are ready for high school/college.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Have a minimum of 120 minutes per week dedicated to advisory class.	Advisory was provided for over 120 minutes per week. Students had an advisory period every day for a minimum of 30 minutes.
Have 100% percent of all lesson plans that are aligned towards student success and social emotional learning.	Teachers planned all lessons towards student success and social emotional learning. Teacher lesson plans were reviewed weekly and feedback was provided on strengths and areas in need of additional data or clarity.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide counseling services and support for students and families on A-G requirements through workshops and advisory lessons.	\$40,000 (not broken out in LCAP)	\$90,000 salary for counselor
Provide field trips to colleges/universities for all students.		
Provide a mentoring program for identified at-risk students through counseling, groups, and advisory relationships.		
Plan a summer bridge program for 5th graders going to 6th grade.		

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 used.

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

There were several successes in this area. In particular with our counselor, we were still able to provide services for students that needed additional support. This included support through groups of students that were led by the counselor and provided higher levels of support for identified students.

One of the main challenges was providing specific services and concrete student supports in the remote learning environment. Identification of necessary student services was a strength, but the logistical coordination and follow-through with students and families was a challenge. Goal 3

Decrease number of long term English Learners and increase reclassification rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Decrease the number of Long Term English Learners by 4% from the 17-18 year. Increase the reclassification rate of EL learners by 4%.	LTEL numbers decreased from 110 (17-18) to 71 (18-19) to 57 (19-20) - via CDE Dataquest; a 48% decrease.

RFEP Rate 8% (17-18), 18.9% (18-19), 16% (19-20), 2.2% (20-21)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Unpack new EL Standards and purchase materials necessary to implement the standards. PD for teacher to incorporate new standards into their lessons – strategic differentiation.	\$30,000 (not broken out in LCAP)	\$30,455.23 for Amplify ELA and ELD curriculum with training
Purchase appropriate instructional materials to incorporate into all content areas to target EL learners.		

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 used.

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

The successes around implementing the new curriculum was mainly around the ability to provide teachers guided instruction and professional development around the implementation of the new curriculum. Teachers were then able to have greater success in rolling out the curriculum to students with a higher degree of fidelity.

Challenges with the implementation of ELD curriculum centered in the transition from in-person instruction to remote instruction. EL students, with particular needs around language development had greater challenges developing in all domains of language development and progressing towards English proficiency.

Goal 4

Increase the number of students who perform in the HFZ by 4% from the base year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
4% increase on overall student performance on HFZ from 2018-2019.	None to report due to the COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Physical Education teachers will identify students and provide necessary interventions within P.E. classes.	\$15,000 (not broken out in LCAP)	\$15,000 - athletics program
Plan after school sports intramurals with PE teachers (Basketball, running, dance).		
Curriculum will be designed to help address each area of the HFZ.		

Goal Analysis

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

There was no data presented since the 18-19 school year although identification of students for differentiated intervention was still implemented. Funds were instead used to provide more athletic opportunities within the school through a robust athletics program.

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

Successes in the implementation of the actions centered around the ability of the teachers to be able to intervene with students and provide a rigorous curriculum for students and build their capacity in physical education.

Due to the school transition to remote learning it was not possible to take the assessments necessary for the HFZ. Because of this it was difficult to monitor the progress of students in the achievement towards the HFZ.

Goal 5

Increase the number of students who are reading at grade level and above. Increase the number of students meeting or exceeding mathematical standards at grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Annual ELA Performance – CAASPP Increase the number of students meeting and exceeding standards by 10%.	4% Decline from 17-18 to 18-19 - 19-20 data is unavailable due to COVID-19
Annual Math Performance – CAASPP Increase the number of students meeting and exceeding standards by 10%.	4% Decline from 17-18 to 18-19, 19-20 data is unavailable due to COVID-19

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Assistant Principal and Teacher Assistants collaborate identify at risk students for intervention program. Afterschool tutoring for students struggling to reach proficiency.	\$60,000 (not broken out in LCAP)	\$5,000 for teacher intervention position \$15,000 for Tutored by Teachers intervention
Teacher assistants to support instruction for identified students.		\$110,000 for additional aide staff \$15,000 for staff overtime for intervention
Provide professional development for teachers on data collection and analysis to inform instruction.		

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 used and additional funds were allocated

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

The successes when intervention took place centered around the ability to have students actively participating in the intervention program. Our process of student identification and organization into intervention cohorts based on the data from student assessments became more refined and was better able to play students as staff and administration were better able to incorporate student data into everyday teacher practice.

One of the consistent challenges who was the multiple changes that took place with state assessments. Due to State assessments not being available we were not able to see whether the two years of intervention programming that was put into place provided tangible

results for students. Although internal measures sure that students did grow the ability to have larger scale comparisons based on state assessments would have been beneficial as a summative assessment of the intervention program.

Goal 6

Decrease the number of students arriving to school late. Decrease chronic absenteeism.

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
The average attendance rate will increase by .5% from the 2018-19 year.	19-20 ADA was 95.56%
Tardies will decrease by 7% from the 2018-2019 year.	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Recognize monthly perfect attendance winners and establish a campus-wide attendance incentive program.	\$5,000 (not broken out in LCAP)	\$5,000
Work with parents through workshops to establish the importance of attendance.		

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 used for this goal.

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

Numerous steps that were put into place to positively reinforce student attendance resulted in beneficial trends. School culture was better able to reflect the importance of School attendance in the impact that it had on positive School outcomes with both students and parents.

Attendance rates became a greater challenge with the transition to distance learning as students at times found the online model difficult to engage in. Furthermore, with most of our parents continuing to work in-person, it became increasingly challenging for many of our students to have the appropriate supervision necessary in order to stay engaged in the entirety of their online classes. Due to this students that were occasionally tardy and absent had more significant attendance problems due to the lack of supervision. Bi-weekly meetings were held to discuss & plan outreach for students that were absent from one third of their classes during a 10 day interval. Students were tiered and areas of need were identified. Ultimately, as we reopened our school in limited capacity, this group of students were invited back first to access their on-line classes in classes.

Goal 7

Establish a policy to address cyber-bullying and bullying in general. Develop Positive behavioral expectations school wide.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Decrease number of suspensions by 1% from 2018-2019.	The actual numbers of suspensions decreased from 18-19 to 0 for the 2020/21 school year as reported via Dataquest.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement positive behavior programs such as free dress for no tardies, caught being good, rewards system for A's, B's, C's on progress reports.	\$55,000 (not broken out in LCAP)	\$55,000
Counselor and Principal to develop with all stakeholders on behavioral expectations and policy.		
Assemblies with students regarding expectations and policies and recognition for school wide positive behaviors.		

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 were spent as expected.

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

The positive culture that was created due to the implementation of a positive behavior recognition culture on campus provided significantly positive results for all students. Not only did metrics around suspension and expulsion decrease markedly over the past three years but students also became more involved in the school culture. Teachers as well noted benefits and student behavior and reported that students overall for more positively engaged in the school culture as a whole.

The main challenge around maintaining a positive School culture became larger with the distance learning model since positive behavior was reinforced by an overall changing culture on our campus. Maintaining the positive culture where students were decreasing negative Target behaviors and increasing positive interactions required significantly more dedicated time throughout the instructional day to build connections between students and staff. However we feel that the maintenance of this positive culture was important enough to warrant that additional time provided throughout the day.

The primary challenges we faced this past year were engagement and connectivity. We leveraged the work that we had done in person around school culture and establishing a community that practiced 4 primary values: Resilience unltly Scholarship and Empathy:

R.I.S.E. We added a 30 minute period to our weekly calendar called Rise & Grind two times a week. This time allowed for us to provide instruction to students around the schools values, celebrate successes (e.g., students of the month, yearbook, art week, spirit weeks, Dojo incentive award winners, teacher spotlights, knockout obesity challenge) and offer a platform for student voice at a schoolwide level. As a school, we established a routine that celebrated attendance and positive participation. In addition, we established a practice of “Sally Tuesday” led by our PE staff. This offered 3 minutes and 26 seconds each Tuesday to engage in a physical activity, together, to practice healthy habits and a mind & body connection. Providing these opportunities was invaluable to keep students engaged in the schoolwide culture.

Goal 8

To increase the number of hours that parents are involved in school events or activities. Increase communication with parents regarding student achievement and school events

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Average parent participation in meetings will increase 50% during 2018-2019 school year.	Parent participation remained constant for the 20/21 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home.	\$15,000 (not broken out in LCAP)	\$15,000
Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.		

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 were spent as expected.

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

The success around this goal came about due to the changes in distance learning. Having to transition to an online format for our parent interactions provided more opportunities for parents to be able to engage in meetings and workshops. We had a significant increase from our in-person meeting attendance to distance learning. This then led us to plan for intentionally adopting an online format option for our meetings even anticipating when in person meetings will be allowed again.

Although we did see a significant increase in on-line meetings there were still a number of parents that did not participate in meetings of any format. Additional parent outreach and an attempt to build internal capacity to provide consistent outreach to families is needed. Accessibility with families and stakeholders continues to be an area where we want to improve to ensure that we have parents participating as true partners in the work we are doing with students and the community.

One of the areas of growth that is needed is finding alternative ways to provide detailed information about school initiatives, progress reporting and school calendars to all stakeholders. Internal demographic data review indicates that over 60% of our parents have not completed a High school diploma. In addition, as many as 30% of our families (100 families) qualify as at-risk for basic literacy skills in English/Spanish. It is of the utmost importance for our school community that we identify a variety of ways to inform and include our parents in a regular distribution of information related to student progress and opportunities for engagement. We look to partner with other schools & organizations in the community to provide resources to families to help them develop functional literacy skills or find ways to access our family specialist and social work interns to answer their question regarding meeting schoolwide expectations for students and families. For example, we work closely with the Salvation Army preschool team that is a neighbor. They

are a frequent resource to help support parents with access to books and basic needs such as clothes and diapers. When we engage parents with an offer of items to meet their basic needs we will begin to offer regular support in reviewing our school calendar and upcoming events as well as support in reviewing and accessing our CLASSDOJO announcements as well as quarterly progress reports. In addition, leveraging our after school program to identify families and students that would benefit from regular and additional support would be help us maintain a consistent support for all families.

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
Stipends for Staff: Reading Specialist, Intervention Specialist, Math Specialist	\$11,000	\$11,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule	\$81,600	\$81,600	Y
Operational Support – Signage and PPE	\$54,742	\$54,742	Y
Additional Materials	\$18,000	\$18,000	Y
Additional Staff- Instructional Assistants to support small group instruction (6 IAs) part time	\$60,000	\$60,000	Y

Additional Staff Time: OT	\$15,000	\$15,000	Y
Additional Afterschool Staff	\$10,000	\$10,000	Y
Staff Time: Leadership	\$120,000	\$120,000	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.

All anticipated expenditures were implemented.

Analysis of In-Person Instructional Offerings

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

We are incredibly proud of our online distance learning model. Our main goals when establishing this model was being able to maintain rigor for students while at the same time maintaining a school culture where students were connected with each other and with the campus. We worked closely with our Instructional Leadership Team to implement a clear pathway for all students and teachers to access the academic program. We worked exclusively with the Google Suite (i.e., Gmail, Google sites, Google classroom). This allowed us to provide all students with an email address the could send and receive emails access zooms with security and participate remotely. We also embraced the different learning model that's an opportunity for us to be able to be creative with our structure to teach and meet student needs. Because of this our attendance rates continue to stay high and parents reported positively overall about the distance learning model in their child's engagement with it. Furthermore we were able to mobilize additional support staff to help support teachers and students in their learning. In this way teachers could narrow their focus solely on their content and engaging students and students had multiple opportunities to engage with adults in small groups in a way that supported their overall learning trajectory. Our model was successful enough to have our campus rethink it's approach to in-person instruction as well and bring over successful practices from the distance learning experience into in-person instruction.

Challenges that emerged around the distance learning model centered around reaching chronically disengaged students. Although the group was small, there was a persistently disengaged group of students. These students struggled to maintain consistent attendance and engagement in distance learning for a variety of reasons. In several cases we were able to support students and facilitate their re-engagement in the distance learning school model. However with other students needed additional interventions, the inability to provide face-to-face contact limited interventions we could provide for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Licenses – NearPod	\$8,000	\$8,000	Y
Computer Devices for students: Homeless	\$10,000	\$10,000	Y
Hot Spots	\$3,000	\$3,000	Y
Computer Devices for Students: all others	\$60,000	\$60,000	N
Staff Costs: Certificated	\$1,265,791	\$1,265,791	N
Teacher Stipends	\$7,000	\$7,000	N
Staff Cost: Classified	\$425,958	\$425,958	N
Computer Devices for staff	\$5,000	\$5,000	N
Instructional Materials	\$5,000	\$5,000	N
Staff Cost: AfterSchool	\$227,853	\$227,853	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.

Funds were spent as expected.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Success - Maintaining the continuity of instruction became one of the key areas in which we focused as a school, in particular because we recognized that as a community the more seamlessly we could transition to distance learning immediately, the more likely we were to maintain students and families engaged in the work that we were doing. Thus when the shutdown took place we were able to already be prepared with a plan for instruction and a schedule for student support that we were able to immediately implement and distribute to families and seamlessly continue student instruction.

Challenges - The main challenge around maintaining continuity of instruction centered around student connectivity and ensuring that there was the minimum amount of instructional time lost for students that did not have online access. This then necessitated a quick reaction to mobilizing resources which at times still was not fast enough for all students to immediately transition to distance learning, in particular with a significant homeless population on our campus.

Access to Devices and Connectivity

Success - We were able to effectively mobilize resources to distribute devices (computers and hotspots) to students that were of highest need and successfully transition as a school to 1:1 with computer devices. We also were able to identify as a campus the students with the greatest need and that were lacking internet connectivity. Because of this work we were also able to distribute hotspots to families with the greatest need and ensure that all students had the opportunity to log on to online classes.

Challenges - In the midst of the pandemic shutdown, distributing devices in a way that kept staff safe became a challenge. Specifically, having to develop workarounds such as dropping items off outside of homes or mailing it to students became alternative means of distributing devices, but unfortunately did slow down access for students.

Pupil Participation and Progress

Success - One of the key pieces that we established was a master schedule that was flexible to provide numerous ways for students to receive small-group access to material and content. This then allowed greater levels of student participation than what we had been able to provide even in-person. Many students found this new format to be more engaging and teachers as well found that it facilitated greater degrees of differentiation for the work that they were doing.

Challenges - Perennially disengaged students that when in-person at least maintained attendance, found it easier to disengage and not participate in the online program. There were numerous ways in which as a school we attempted to bring these students back into the school environment but at times with families that refused to re-engage this was not as successful as we would have liked.

Distance Learning Professional Development

Success - As a school we emphasized skills for teachers to develop that would help them when transitioning back to in-person instruction as well as activities to build and maintain culture as a staff. There was an incorporation of technology and building teacher technology skills in order to make sure that teachers were able to build a fully engaging online environment.

Challenges - One of the main challenges around professional development was ensuring that teachers were able to leverage the tools as effectively as possible throughout their daily instruction. With a greater level of teachers working independently in their classrooms

and alignment happening across grade levels, some tools were preferred by certain grade levels over other tools. This then resulted in a limited capacity that was built around tools across the school as a whole.

Staff Roles and Responsibilities

Success - One of the key successes in our distance learning program was in establishing a firm network of staff roles and integrating all staff in an overall vision of supporting student academic success. Staff roles were clearly delineated beginning back at the initial shutdown in March of 2020 and those roles were able to be successfully maintained for the rest of distance learning. Establishing these roles for all of our staff allowed us to more seamlessly keep students engaged in the learning environment.

Challenges - One of the main challenges in staff roles and responsibilities was supporting staff that had changed in their roles from before the pandemic. There were transitions for staff where they had to learn additional roles and responsibilities. To do this successfully it necessitated additional scaffolding for staff that needed support in their new roles.

Support for Pupils with Unique Needs

Success - With the mobilizing of staff into new roles, it was possible for us to ensure that students with unique needs were able to receive services to ensure curriculum access. Furthermore, as we transitioned back to on-campus learning we were able to immediately identify students that needed specialized support in their learning and were able to reach them all and invite them back onto campus to participate in in-person instructional support.

Challenges - Although we did provide differentiated and specialized support for students, we recognize that for many students this level of support was not enough, in particular through a virtual format. Some students continued to struggle or feel disengaged in online learning with the lack of in-person

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday Intervention Program	\$ 20,000	\$20,000	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.

Intervention programs were implemented outside of the student instructional 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.

One challenge that we anticipated from the beginning of the transition to online learning was that there would be a number of students that would not be able to access an online learning format, or for whom online learning was not an effective way to access content. For these students we anticipated that there would be significant learning loss in the time away from school. This then necessitated significant interventions from support staff to re-engage students and provide opportunities for in-person instructional support when that became available. The results of these attempts to address pupil learning loss were effective in many situations but at times with students and families that faced numerous challenges the positive results were much more limited. This then moved us to a significant success as an overall school as we shifted to analyze how to mitigate loss once we had students back for in-person instruction and led us to develop a greater focus on personalizing instruction for students to be able to identify where students still needed additional support to return successfully to school.

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.

For our Integrated Services Model utilizing a Tiered Level of Support, ensuring our students and families had what they needed during this past school year was a priority including, technology, hot spots, food, counseling, small group interventions, referrals to resources, additional one on one supports/check-ins. Tracking attendance was critical. A spreadsheet documenting all attempts and/or contacts made by all staff allowed the school to determine if a particular student or family needed additional interventions. 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.

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.

Students engagement is measured by absences and performance on assigned classwork, examinations, projects, group work and homework. In addition, communication with parents and students is also a contributing detail to engagement. When a student has been absent from all classes in a day. When a student does not attend class but does not submit assignments or complete classwork. Teachers use the classdojo system to communicate with parents. In addition, teachers will contact parents to determine a plan for assignment of recovery. The following tiers are followed if the upon the teacher's referral: Tier 1: teacher remains in contact with parent and student to monitor work production and completion. Tier 2: Teacher indicated that student/parent have been unsuccessful with Tier 1 intervention and or parent/student are unresponsive. School Counselor/school case manager/ office manager will work to identify student/family needs work with administration to facilitate supports for student to increase engagement. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for

facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services). For students that have an unexcused absences they receive an automated call from the main office after which the following tiers are followed: Tier 1: student that has multiple absences consecutive or in a week are called by main office attendance clerk and asked to verify reason for attendance Tier 2: Students that demonstrate a pattern of 2 or more absences for consecutive weeks are referred to the school counselor and case manager to participate in individual counseling to provide supports for improved attendance. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services).

Analysis of School Nutrition

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

During the 2020-21 school year, our challenge at Para Los Ninos Charter Middle 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
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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.)	\$15,000	\$15,000	N
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	\$250	N
Nutrition	Purchase of additional equipment for outside lunch	\$5,000	\$5,000	N
Pupil and Family Engagement Outreach	School Case Aide Cost	\$23,819	\$23,819	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	\$2,000	Y
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.

All funds were spent as expected.

Overall Analysis

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

Some of the key findings that were taken from distance learning for future years at the school centered around the amount of support that was provided for students and how to better Target those supports to improve student outcomes. As a school we made significant gains in the processes we developed to identify and support students. We also were better able to leverage staff to make sure that the time it was needed to help support students was appropriately staffed. This was a part of a larger overall cultural push around targeted support for students and personalized instruction to help students achieve. These changes that were implemented and this larger cultural shift are now reflected in our current goals for the next 3 years. Personalized instruction for students and creating a tailored academic program for our children has become a key focal point for our school moving forward. In addition, the bridges that were built with parents to further engage them in their child's education became increasingly important and it's also reflected in our goals for the next three years. The overall learning from the remote instruction model centered around the importance of connections with students

and stakeholders as part of a larger support network to help students achieve. Our LCAP goals over the next 3 years center around some of these keys learnings from remote instruction and align them with tangible successes from our in-person instructional model to better provide a school environment which will result in greater overall achievement.

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

Pupil learning loss continues to be assessed and addressed in the upcoming LCAP through a greater focus on student personalization. This focus will initially start with our students with specialized needs since many of them already have an IEP or explicitly identified supports. From there we anticipate being able to expand these efforts in order to make sure that all students receive the same level of personalized instruction and that we are able to loop in parents and stakeholders to provide wrap-around services that help the student succeed overall.

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.

There were no significant differences.

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

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

The reflection on the current LCAP to inform our upcoming LCAP centered around how to take the current services that we were providing for students and how to tailor them more specifically for our students to receive a higher level of instructional support to be successful. The efforts in distance learning in particular showed that our staff has a significant capacity around the ability to make a learning environment work for students. The reevaluation of our LCAP centered around how to streamline services in a way that would help our teachers and support staff provide this environment for students and make sure that students are able to reintegrate into the in-person instructional model in a way that doesn't just ensure their recovery from a year of distance learning but also allows them the ability to be better prepared in their educational trajectory going forward.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Para Los Niños Middle	James Coyle Interim Principal	ccoyle@paralosninos.org 213-896-2640

Plan Summary 2021-2022

General Information

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

Para Los Niños Charter Middle School (PLN CMS) is located in the heart of industrial downtown Los Angeles. Our school sits on the edges of the Fashion, Flower and Fruit and Produce districts of downtown. Our neighborhood is Skid Row. The middle school is co-located with LAUSD's 9th street elementary school. This is PLN CMS's 7th year at its current location. It has been in operation for 9 years and began as a 6th grade cohort at the flagship Para Los Niños Charter Elementary school located a mile away on 7th and Alameda Blvd. PLN CMS was generated from a demand to provide a quality middle school education to the students and families that present at-promise needs. Our school serves families that commute from all across Los Angeles County to work and operate their businesses downtown, families that live in historic south central Los Angeles, East Los Angeles and the Pico Union District. In addition we serve the most at-promise families that are living temporarily at the missions and transitional housing in Skid Row. Our school is a popular choice among families due to our consistent academic program, comprehensive sports program and supportive after school program.

Para Los Niños Charter Middle School, now in its 7th 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 Middle School (PLN CMS) 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. 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.

Some progress that has occurred includes: the increased teacher retention from previous years. We have been able to retain the vast majority of staff, with only 2 staff members changing within the last two years (19-20, 20-21). In addition to teacher support and retention, we have made data analysis, student achievement focused professional development, and response an integral part of our student support culture. This has resulted in teacher professional development aligned to specific strategies to improve student academic results. Additionally, the focus on data has also allowed us to move forward with the implementation of a targeted math and reading intervention program for identified students. Our Instructional Leadership Team (ILT) has increased its impact on campus by redesigning the master schedule to provide opportunities for a greater emphasis on developing student social-emotional skills through an advisory period as well as school-wide PBIS aligned student culture development. Overall, the school has established goals for instructional and cultural norms that will increase student outcomes but more importantly, allow students to culminate from CMS as well-rounded students that are ready for future success.

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.

1. Improve student achievement in ELA, ELD and math as measured by SBAC, ELPAC, and internal summative assessments.
2. Improve the school climate by decreasing the suspension, expulsion, and truancy rates, improving attendance rate, and improving rate of parental involvement in school events.
3. Provide explicit professional development for teachers to address best practices for student academic success, academic language and literacy development, and data driven instruction.

The LCFF evaluation rubric shows that all students, including ELLs and students with disabilities, are 53.6 points below level 3 (yellow, low) in English Language Arts. In ELA students with disabilities are red. In Math all students are 110 points below level 3 in math (orange, very low). Again students with disabilities are red.

LCAP Highlights

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

The current version of the LCAP is centered around responsiveness and personalization of services for students, while building the whole child with aligned services and supports. This then caused us to better align our LCAP goals to reflect a better organization of services for our students. We still aligned our services around the 8 state priorities, recognizing how each of them support students - with a strong group of teachers that are continually improving in their practice, a school focus on academic growth in all aspects and for all students, and aligning whole-child support services along with parental involvement. We feel that these three supports represent our broader focus on priority areas that as a school we have aligned to support students.

Comprehensive Support and Improvement

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

Schools Identified

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

Para Los Niños Charter Middle

Support for Identified Schools

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

Due to our being an independent charter school, we are our own LEA. However as our own LEA we continued to build our program based on conversations and regular meetings with stakeholders that pointed us to the need to implement a direct intervention for students. These meetings occurred on a monthly basis in order to make sure that parents had enough opportunities to meet and provide their feedback, and included parents from various demographic groups including parents of EL students as well as Students with Disabilities. PLN Charter Middle School has been working with stakeholders in order to develop a needs assessment to identify what are the areas in which the stakeholders feel there is the greatest need. The needs assessment took place initially with a survey of parents and their outstanding concerns regarding the school and the areas that they felt needed additional support. This was done in tandem with ongoing parent meetings with a dedicated focus on academic areas of support for students. The needs assessment which helped to inform the meetings with stakeholders were based on not just state and local data but also on diagnostic data and locally constructed assessments, which were presented and then analyzed. Specifically, state CAASPP data was discussed along with English Learner results as represented in the ELPAC. Additional local data that was used to inform the needs assessment also included attendance data for students, local CAASPP-like assessments created through Illuminate and diagnostic assessments through iReady. Based on these meetings with stakeholders we identified an intervention and progress monitoring set of practices that would seek to help us identify students as well as monitor their progress. Students were tiered based on diagnostic assessment data in an Response to Intervention (RtI) model. These practices were determined to be the most effective for our school based on the resources that we had as well as the ability to implement practices in a distance-learning setting. The process of our student tiering involves identified students (based on diagnostics) that were then grouped and assigned to intervention teachers for both Reading and Math. In Reading the focus was on explicit vocabulary instruction as well as explicit comprehension strategy instruction. In Math the focus was on explicit and systematic instruction as well as a focus on word problems in Math. This intervention process is then coupled with monthly monitoring that will help to provide us checkpoints that will let us know if students are making the necessary progress. The students that were identified were prioritized due to those that had the greatest needs that were able to participate in an intervention program. As part of the ongoing intervention process there was also dedicated time to review resource inequities that were present. Inequities were identified by stakeholders that were present with many of the students that were identified, mainly that there was a lack of instructional time for students that were significantly behind. The small-group intervention practices that were identified allowed us to specifically address the resource inequities that were present and overcome them to the benefit of the students.

Monitoring and Evaluating Effectiveness

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

As part of our intervention process, we are also implementing a monitoring system to ensure that work we are doing with students gives us positive results. This year we have purchased iReady and have already begun to use it as a tool to establish a baseline of student abilities. As the year progresses, we have both monthly Standards Mastery assessments as well as two more diagnostic assessments already in place. These assessments will help us continue our monitoring process and ensure that students are making the necessary growth. After cycles of intervention take place, the data will be reviewed and stakeholders will continue to gather more feedback and continue to refine our process and make sure that it is reaching students and showing the needed progress. Monitoring and intervention will take place through these cycles which will support the school in making sure that this plan is implemented with fidelity and is gathering the results that would benefit the students. Effectiveness will be monitored through defined periodic checks in the data to make sure that the selected students are progressing and making academic gains as expected.

Stakeholder Engagement

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

Stakeholder groups were involved throughout the planning process and creation of the LCAP. The following groups participated in the process:

1. **ELAC - English Learner Advisory Committee:** The ELAC met on a monthly basis throughout the school year. The agendas for the meetings include not just mandated topics but also issues related to academic achievement, opportunities for parental involvement, and monitoring of services provided based on parental recommendations. Specifically at our ELAC meetings in January and February we developed and distributed a school-wide needs assessment to be better able to gauge what were the recommendations that parents wanted to see reflected in the LCAP.
2. **SSC - School Site Council:** The SSC met on a monthly basis throughout the year. The meetings focused on issues related to student academic achievement and progress towards the goals of the school. Specifically feedback was provided around the implementation of programs and the impact these programs were having on student progress.
3. **CMS Staff Stakeholders -** Staff were invited and participated in SSC meetings as an avenue to provide school feedback on goals. In addition, goals were presented to staff members in order to make sure that goals were reflecting the feedback received.

Para Los Niños - Charter Middle School creates opportunities for family/stakeholders to provide feedback in many ways. In order to maximize parent engagement, Para Los Niños conducts all communications in English and Spanish. One Calls/texts/ phone calls/flyers are all bilingual. Bilingual Newsletters, activity calendars are sent on a monthly basis via school website and/or USPS, providing school information, postings and parent education information. During monthly Zoom with the Principal, and Learning with the Principal, the principal presents vital school information, and provides an open forum, which gives parents the opportunity to make comments, suggestions, and provide any other feedback. At the monthly meetings, community resource partners make announcements and talk about their community services in English/Spanish (translation is provided when needed). Learning with the Teacher monthly meetings provide a smaller platform for families to build their capacity on grade level expectations and strategies they may provide at home. In order to have access to school meetings during Covid-19, parents are encouraged to use the school's electronic device on loan to their child for access to parent meetings, workshops, Back to School Night, Parent Engagement events such as Coffee w/ the Principal; On average, over 40 families attended these virtual meetings. Feedback provided through these meetings, included polling and follow-up calls from teachers to capture individual feedback. Parent Surveys were also conducted by the broader organization during the spring and summer. In addition, Para Los Niños collected anecdotal information through our School Case Manager, Office Staff, Integrated Services Team. Daily phone communications to parents due to student absenteeism were logged and information was collected. All of these sources of parent feedback have helped to gather feedback and engagement in completing our LCAP.

LEA maintains parent advisory committees that provide input into the schools programs and services for students. The School Site Council (SSC) and English Learners Advisory Committee (ELAC) meets regularly throughout the school year- ELAC on Tuesdays/SSC on Thursdays. Each committee is composed of elected parents-10 on ELAC and 5 on SSC. The principal, Student Support and Success Coordinator, Instructional Leadership Teams (ILT) grade level leads, teachers, and other school support staff attend these monthly meetings. The purpose of these committees is to engage parents in the LCAP and Single Plan for Student Achievement goal(s) review and planning process, to elicit their input into the school's programs and services for students, and to provide them with the opportunity to voice priorities for their students. ELAC is composed of parents of students who are English learners and school leadership. At each ELAC meeting, members receive information and provide recommendations on the development and implementation of the programs and services that support the students who are English learners. ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator and Chronic Absenteeism Indicators. ELAC receives information on the school's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. ELAC members review EL student achievement and provide recommendations as to how the school's programs can be improved to increase the achievement of ELs. The ELAC then reports to the SSC right after their meeting.

The SSC made the following recommendations regarding the LCAP:

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Continue to provide services and programs that support students' social/emotional health and well-being
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism.

- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- Increase services for at risk students and/or student groups including after school extended school program and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using ClassDojo, school.

During the revision process, the LCAP was presented to the parents during a Coffee with the Principal on October 19, 2021 and to school stakeholders on October 22, 2021. In addition, a public hearing was held during the Para Los Ninos Board of Directors meeting on October 28, 2021 where any member of the Board or the general public were given an opportunity to provide feedback.

A summary of the feedback provided by specific stakeholder groups.

The summary of stakeholder feedback centered around a few key points that teachers and parents emphasized in order to build the capacity of our students. Stakeholders requested additional learning opportunities to help students grow academically. There was also feedback on the need for an increase in social-emotional support for students, which would help support students as they transition back from distance learning to in-person instruction. Lastly there was feedback requesting a closer alignment between parents/caretakers and the school instructional staff.

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

The feedback that we received for the LCAP played a significant role in the redesigning our priorities for the next three years. This influenced our focus on broadening our intervention support for students in the upcoming years as well as further integrating our SEL supports for students and bringing in resources to help students. In addition this feedback helped to ensure that we focus on integration of stakeholders and how to support them within the overall LCAP. Lastly, the structure of the LCAP was changed based on the feedback to eliminate discrete goals and instead group our goals together to align towards an overall purpose, with distinct actions bundled within the goal that address the broader emphasis of what we are trying to accomplish.

Goals and Actions

Goal

Goal #	Description
1	Identify, attract, retain, and build the capacity of teachers, and staff. Maintain staff of fully credentialed teachers.

An explanation of why the LEA has developed this goal.

One of the key pieces we have found in establishing a strong school academic and social-emotional culture is maintaining a stable and well-trained staff. We have determined that this can be accomplished through better hiring practices, improved teacher recruitment that reflects the PLN vision, and teacher training that builds teacher capacity and establishes PLN as an employer that fully builds teacher capacity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Retention rates of quality teachers and staff year over year	Retaining over 90% of teachers in the 2020-21 school year.				Retain 100% of quality teachers and staff.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Change hiring practices and postings to better reflect PLN vision and attract high quality teacher candidates.	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.	\$11,020.00	No
2	Provide professional development for teachers on a variety of topics to help improve teacher capacity.	This action emphasizes the importance of building teacher capacity as a way to retain staff and at the same time train staff on being responsive to our student needs, both in academic areas as well as in social-emotional support for students.	\$10,000.00	No
3	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.	\$20,000.00	No
4	Consultant	This will help provide targeted training and service to teachers to better serve key groups needing specific supports.	\$112,000.00	Yes

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
2	Increase the number of students who are meeting and exceeding grade-level standards in multiple key content areas and ensure the implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

An explanation of why the LEA has developed this goal.

This goal was in response to data which showed that students needed to improve in several academic outcome areas. This included CAASPP scores, ELPAC progress and scores, and PE HFZ results. In addition, this goal was in response to parental and staff requests to find additional ways to improve student outcomes and performance on state test measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Student performance on the ELA CAASPP	2018-19 - 19.48% meeting and exceeding standards				75% meeting and exceeding standards
Student performance on the Math CAASPP	2018-19 - 8.09% meeting and exceeding standards				75% meeting and exceeding standards
# of Long-Term	57 out of 90 students				10 students identified as LTEL

English Learners	identified as LTEL in 2019-2020				
Reclassification Rate for EL students	2.2% for 2020-21 SY				50% reclassification rate
HFZ results	11% for the 18-19 SY				75% performing in the HFZ

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop an academic intervention program both during the school year for breaks throughout the year coordinated by a specific staff member that will oversee intervention.	This action is in response to a greater desire for opportunities to have students close persistent gaps in their education. By providing broader academic and intervention opportunities throughout the year, staff can work with students on closing these academic gaps.	\$100,000.00	Yes
2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	In order to ensure we broaden access for students we are additionally budgeting for additional staffing to help support both in-class and out of class intervention opportunities. These additional staff assigned to this action will help in a broader sense, to help reach our overall goal of students meeting grade-level standards.	\$100,000.00	Yes
3	Provide professional development for teachers on data analysis procedures and targeted strategies to improve student outcomes - including key subgroups	This action seeks to improve all teacher capacity through specific strategies aligned to distinct content areas of teachers as well as supporting teachers in their abilities to teach all students - including those with specialized needs.	\$5,000.00	Yes
4	Librarian	This action will support students in technology access as well as in usage and utilization of the school library.	\$40,000.00	No

5	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 special education supports.	\$306,521.00	Yes
6	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 supports.	\$1,082,799.00	No
7	Administrative Staff	This action will help coordinate school academics and operations to ensure a successful learning environment for students.	\$268,589.00	No
8	Instructional materials	This action will provide students with high-quality instructional materials to help students reach grade-level standards.	\$110,700.00	No
9	Teacher Stipends	This action will help to provide additional academic and extracurricular supports that will ensure a well-rounded academic and school program.	\$40,433.00	No
10	Office Manager	The Office Manager will help to coordinate operations and front office activities to better serve students and families at the school.	\$70,000.00	No
11	Summer programming	Summer programming is designed to help targeted student groups to close gaps in their academic abilities.	\$412,409.00	Yes
12	Educational software	iReady, Amplify, TCI, Discovery Ed	\$59,763.00	No
13	Other Certificated Salaries	Includes support from the following personnel: occupational therapist, reading specialist, school psychologist, school social worker, speech and language therapist.	\$394,608.00	Yes
14	Field Trips	Field trips contribute to all students receiving a well-rounded educational experience.	\$34,000.00	No
15	Employee Benefits	Benefits for teachers and staff.	\$703,836.00	No

16	Food Services	Cost associated with providing all students free breakfast, lunch, and snack.	\$117,500.00	No
17	Special education contract instructors	Additional support for SWD.	\$60,000.00	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.

Goal

Goal #	Description
3	Address student social-emotional needs, both individually and in relationships with peers through various student support structures.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students do not just receive academic support, but also receive social emotional support to help them succeed. In addition to those supports being directly provided by staff on campus, parents would be brought in as equal stakeholders through which we could additionally build capacity so they can learn best practices to support their child at home as well. Through these wrap-around supports we can help to develop the whole child and help them progress more than just academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Lower suspension rate	2%				0%
Expulsion rate	0%				0%
Absenteeism rate	3.76% - 2020				1%
# of school tardies	Average 30/day				5/day
The number of parents participating in workshops and meetings.	30/meeting				150/meeting
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 Attendance Rate	18/19 SY ADA 96.23%				98% ADA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Establish an advisory period with a structured curriculum	By establishing a cohesive advisory period with an aligned curriculum, students will receive a cohesive and aligned opportunity to grow in their social-emotional development while at the same time connecting with their teacher and the school community.	\$15,000.00	No

2	Provide counseling services for students through a full-time counselor	The action of having a full-time counselor on campus will help to ensure that students that need additional support can receive them immediately and in addition that there be a central point-person to coordinate social-emotional support for students on campus.	\$90,000.00	Yes
3	Implement a school-wide PBIS program	Implementation of school-wide PBIS has been shown to positively impact our campus by building connections between students and one-another along with students and staff. Continuing with our PBIS program will ensure that students receive positive reinforcement for their	\$20,000.00	Yes
4	Increase the amount of parent support and involvement on campus through a dedicated Family Specialist.	Bringing together additional support in the form of parents will not only help to make sure that parents are better informed of the events of the school, but also that parents are having the necessary skills developed in order to be able to support their child in tandem with the school.	\$75,000.00	No
5	Nursing	This will help to provide students with a safe and healthy environment to better be able to participate in school programs.	\$45,242.00	No
6	Facility costs	This action will help ensure that the school itself is safe and able to provide a secure learning environment for students.	\$609,974.00	No
7	Attendance Coordinator	This staff will focus primarily on supporting office tasks around attendance, working with families to support chronically tardy and truant students, and make sure services are provided for students to engage them back in the school.	\$53,132.00	Yes
8	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.	\$112,000.00	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%	\$906,636.00

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.
The at-promise student population at our school site is offered a variety of supports to help them address basic needs and access our educational program. Specifically, our Family Specialist begins case management support for each family. The families are tiered based on need and then they are referred to our integrated services program. This group of professionals offers immediate support in the area of facilitating access to mental health support and or access to uniforms and clothing. Once a basic needs assessment is completed the student is then monitored on a weekly basis to identify the effectiveness of the supports. Currently school social work interns will check-in with the families to ensure access to the academic program is intact. Additionally, we loan a chromebook and hotspot to all families to

ensure they can login to our online academic program. Additionally, we are offering in-person learning hub to support students that are experiencing barriers to access the online program due to the pandemic. The students can come to school during the day and take their classes with adult support. We also have designated instruction for English Language Learners, an ELD class that is offered every day. In each of these classes, students are provided with additional support in developing comprehension, vocabulary skills, expressive & receptive language skills in English.

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

Services are being improved by hiring additional social worker staff to be designated 100% to our school site. This is to support students, families and staff in providing real time support to students that are experiencing homelessness or whose socioeconomic status presents barriers to accessing the academic program. The school social worker will work in tandem with the Family Specialist to case manage the immediate and long term needs of families that present as at-promise in these two categories. Moreover, we have purchased a social emotional learning curriculum that will be implemented by teachers during an advisory period three times per week. This curriculum will focus on building student strengths to communicate their wants and needs during emotion development in a positive and productive way. Overall, our continued implementation of the PBIS (Positive Behavior Interventions and Supports) framework offered by LACOE presents ways for teachers to support and incentivize students and their positive behaviors in the classroom and supporting school values. This school culture work ensures that students experiencing at-promise barriers feel included and accepted into our school community via consistent opportunities to perform and be positively recognized in the classroom. We also are in the process of hiring a Full-Time English Language Development teacher who will work with all three grade levels of teachers and students to implement strategic instruction of ELD curriculum in their own classroom as well as across the content areas.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,931,345.00	\$779,359.00		\$1,368,822.00	\$5,079,526.00	\$2,885,122.00	\$2,194,404.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Change hiring practices and postings to better reflect PLN vision and attract high quality teacher candidates.	All	\$9,020.00	\$2,000.00			\$11,020.00
1	2	Provide professional development for teachers on a variety of topics to help improve teacher capacity.	All	\$10,000.00				\$10,000.00
1	3	Provide teachers with opportunities for outside	All	\$10,000.00			\$10,000.00	\$20,000.00

		training and conferences						
1	4	Consultant	English learner (EL), Foster Youth, Low Income				\$112,000.00	\$112,000.00
2	1	Develop an academic intervention program both during the school year for breaks throughout the year coordinated by a specific staff member that will oversee intervention.	English learner (EL), Low Income, Foster Youth	\$90,000.00			\$10,000.00	\$100,000.00
2	2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	Low Income, Foster Youth, English learner (EL)				\$100,000.00	\$100,000.00
2	3	Provide professional development for teachers on data analysis procedures and targeted strategies to improve student outcomes - including key subgroups	Low Income, Foster Youth, English learner (EL)				\$5,000.00	\$5,000.00
2	4	Librarian	All	\$40,000.00				\$40,000.00
2	5	Instructional Aides	Foster Youth, Low Income, English learner (EL)	\$22,730.00	\$186,676.00		\$97,115.00	\$306,521.00
2	6	Teachers	All	\$897,535.00	\$125,264.00		\$60,000.00	\$1,082,799.00
2	7	Administrative Staff	All	\$268,589.00				\$268,589.00
2	8	Instructional materials	All	\$40,700.00	\$40,000.00		\$30,000.00	\$110,700.00
2	9	Teacher Stipends	All	\$32,100.00			\$8,333.00	\$40,433.00
2	10	Office Manager	All	\$52,500.00			\$17,500.00	\$70,000.00
2	11	Summer programming	Low Income, Foster Youth, English learner (EL)		\$217,559.00		\$194,850.00	\$412,409.00

2	12	Educational software	All	\$59,763.00				\$59,763.00
2	13	Other Certificated Salaries	Foster Youth, English learner (EL), Low Income	\$68,481.00	\$127,369.00		\$198,758.00	\$394,608.00
2	14	Field Trips	All	\$34,000.00				\$34,000.00
2	15	Employee Benefits	All	\$527,612.00	\$80,491.00		\$95,733.00	\$703,836.00
2	16	Food Services	All				\$117,500.00	\$117,500.00
2	17	Special education contract instructors	Student with Disabilities (SWD)	\$60,000.00				\$60,000.00
3	1	Establish an advisory period with a structured curriculum	All	\$15,000.00				\$15,000.00
3	2	Provide counseling services for students through a full-time counselor	English learner (EL), Foster Youth, Low Income	\$90,000.00				\$90,000.00
3	3	Implement a school-wide PBIS program	English learner (EL), Foster Youth, Low Income	\$20,000.00				\$20,000.00
3	4	Increase the amount of parent support and involvement on campus through a dedicated Family Specialist.	All	\$25,500.00			\$49,500.00	\$75,000.00
3	5	Nursing	All	\$20,242.00			\$25,000.00	\$45,242.00
3	6	Facility costs	All	\$385,724.00			\$224,250.00	\$609,974.00
3	7	Attendance Coordinator	English learner (EL), Foster Youth, Low Income	\$39,849.00			\$13,283.00	\$53,132.00
3	8	Inner City Arts	All	\$112,000.00				\$112,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$331,060.00	\$1,593,670.00

LEA-wide Total:	\$331,060.00	\$1,593,670.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Consultant	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$112,000.00
2	1	Develop an academic intervention program both during the school year for breaks throughout the year coordinated by a specific staff member that will oversee intervention.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$90,000.00	\$100,000.00
2	2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$100,000.00
2	3	Provide professional development for teachers on data analysis procedures and targeted strategies to improve student outcomes - including key subgroups	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$5,000.00
2	5	Instructional Aides	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$22,730.00	\$306,521.00

2	11	Summer programming	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$412,409.00
2	13	Other Certificated Salaries	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$68,481.00	\$394,608.00
3	2	Provide counseling services for students through a full-time counselor	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$90,000.00	\$90,000.00
3	3	Implement a school-wide PBIS program	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$20,000.00	\$20,000.00
3	7	Attendance Coordinator	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$39,849.00	\$53,132.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$110,398.00	\$15,000.00	\$10,000.00	\$17,500.00	\$147,833.00	\$1,068,091.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	3	Provide teachers with opportunities for outside training and conferences		\$10,000.00					\$20,000.00
1	4	Consultant						\$112,000.00	\$112,000.00
2	1	Develop an academic intervention program both during the school year for breaks throughout the year coordinated by			\$10,000.00				\$100,000.00

		a specific staff member that will oversee intervention.							
2	2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.						\$100,000.00	\$100,000.00
2	3	Provide professional development for teachers on data analysis procedures and targeted strategies to improve student outcomes - including key subgroups		\$5,000.00					\$5,000.00
2	5	Instructional Aides	\$97,115.00						\$306,521.00
2	6	Teachers					\$60,000.00		\$1,082,799.00
2	8	Instructional materials					\$30,000.00		\$110,700.00
2	9	Teacher Stipends					\$8,333.00		\$40,433.00
2	10	Office Manager				\$17,500.00			\$70,000.00
2	11	Summer programming						\$194,850.00	\$412,409.00
2	13	Other Certificated Salaries						\$198,758.00	\$394,608.00

2	15	Employee Benefits						\$95,733.00	\$703,836.00
2	16	Food Services						\$117,500.00	\$117,500.00
3	4	Increase the amount of parent support and involvement on campus through a dedicated Family Specialist.					\$49,500.00		\$75,000.00
3	5	Nursing						\$25,000.00	\$45,242.00
3	6	Facility costs						\$224,250.00	\$609,974.00
3	7	Attendance Coordinator	\$13,283.00						\$53,132.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.