

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 Evelyn Thurman Gratts Primary
CDS code:	19 64733 0122630
LEA contact information:	Lorena Rodriguez, lrodriguez@paralosninos.org, 213-481-3200
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	\$	3,217,226
LCFF supplemental & concentration grants	\$	895,610
All other state funds	\$	1,192,540
All local funds	\$	30,367
All federal funds	\$	1,017,503
Total Projected Revenue	\$	5,457,636
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,570,295
Total Budgeted Expenditures in the LCAP	\$	5,325,640
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,511,465
Expenditures not in the LCAP	\$	244,655
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	335,207
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	333,207

LCFF Budget Overview for Parents Narrative Responses Sheet

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

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Para Los Ninos Evelyn Thurman Gratts Primary

CDS Code: 19 64733 0122630

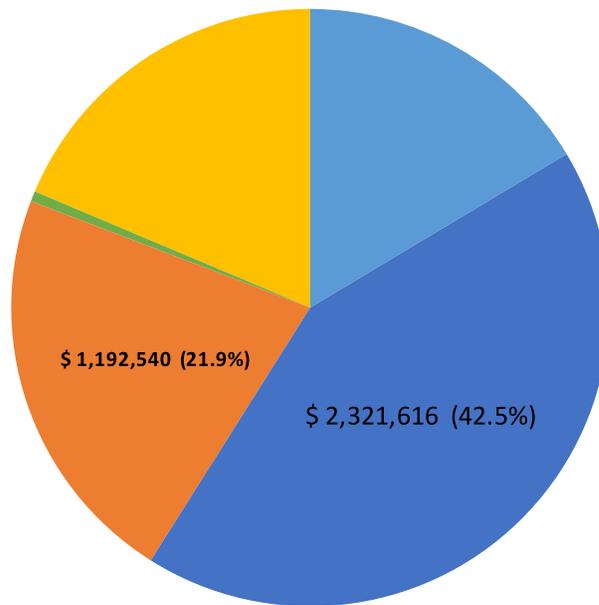
School Year: 2021 – 22

LEA contact information: Lorena Rodriguez, lrodriguez@paralosninos.org, 213-481-3200

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

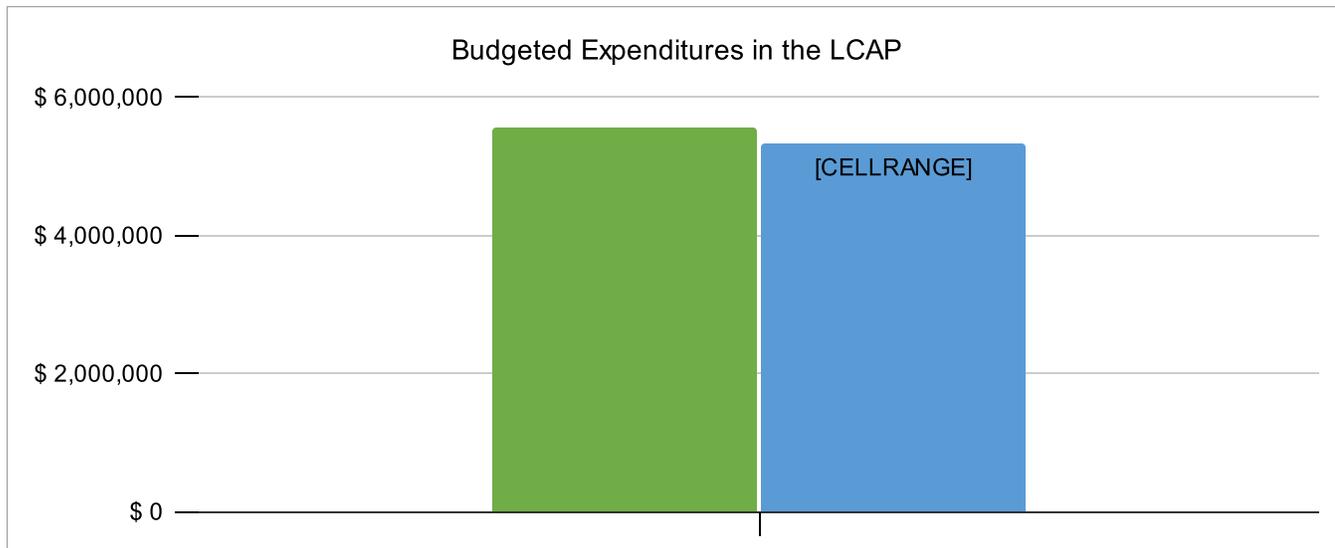
Projected Revenue by Fund Source



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

The total revenue projected for Para Los Ninos Evelyn Thurman Gratts Primary is \$5,457,636.00, of which \$3,217,226.00 is Local Control Funding Formula (LCFF), \$1,192,540.00 is other state funds, \$30,367.00 is local funds, and \$1,017,503.00 is federal funds. Of the \$3,217,226.00 in LCFF Funds, \$895,610.00 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 Evelyn Thurman Gratts Primary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

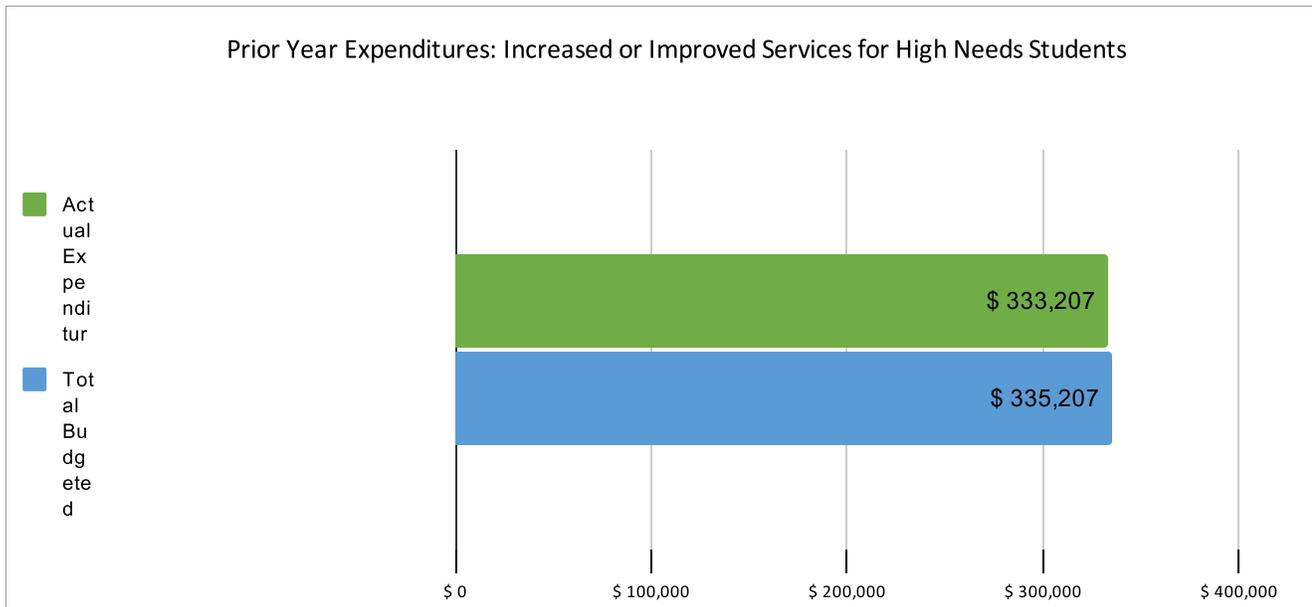
Para Los Ninos Evelyn Thurman Gratts Primary plans to spend \$5,570,295.00 for the 2021 – 22 school year. Of that amount, \$5,325,640.00 is tied to actions/services in the LCAP and \$244,655.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 Evelyn Thurman Gratts Primary is projecting it will receive \$895,610.00 based on the enrollment of foster youth, English learner, and low-income students. Para Los Ninos Evelyn Thurman Gratts Primary must describe how it intends to increase or improve services for high needs students in the LCAP. Para Los Ninos Evelyn Thurman Gratts Primary plans to spend \$1,511,465.00 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 Evelyn Thurman Gratts Primary 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 Evelyn Thurman Gratts Primary 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 Evelyn Thurman Gratts Primary's Learning Continuity Plan budgeted \$335,207.00 for planned actions to increase or improve services for high needs students. Para Los Ninos Evelyn Thurman Gratts Primary actually spent \$333,207.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$2,000.00 had the following impact on Para Los Ninos Evelyn Thurman Gratts Primary's ability to increase or improve services for high needs students:

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

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 Evelyn Thurman Gratts Primary	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org (213) 481-3200

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

Increase the level of English Proficiency by one level as measured by English Language Proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
65% of students increasing one level, 55% of students increasing two levels.	Due to COVID, the ELPAC Summative was not required.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PD for training for teachers to administer the ELPAC.	\$500	\$0
Instructional Aides in each room to facilitate small group instruction & intervention	\$50,000	\$175,000

Goal Analysis

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

Actions/Service were both implemented

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

Successes

Instructional Assistants (IAs) in each room to facilitate small group instruction and intervention- during our Learning Academy time block each teacher was provided a support team, which may have included 1-2 IAs- depending on the need in the class. The Learning Academy is a specific timeframe in the instructional program where all students mix into a specific classroom depending on skill need noted by data- Kindergarten 1:00pm-2:00pm/ 1st grade 2:00pm-3:15pm/2nd grade 9:00am-10:30am. This provided an opportunity for teachers to provide smaller groups for more intense instruction during the Learning Academy.

First grade BOY-EOY

Microphase	BOY vs EOY		Difference MOY - EOY
	BOY	EOY	
Missing	16	10	-6
Pre- Alphabetic	60	20	-40
Early Partical Alphabetic	10	6	-4
Middle Partical Alphabetic	11	17	6
Late Partical Alphabetic	10	31	21
Early Full Alphabetic	1	5	4
Middle Full Alphabetic	0	3	3
Late Full Alphabetic	1	13	12
Early Consolidated	0	1	1
Middle Consolidated	0	0	0
Late Consolidated	0	1	1

2nd grade BOY-EOY

BOY vs EOY			
Microphase	BOY	EOY	Difference BOY - EOY
Missing	4	3	-1
Pre- Alphabetic	18	2	-16
Early Partical Alphabetic	12	3	-9
Middle Partical Alphabetic	10	3	-7
Late Partical Alphabetic	18	13	-5
Early Full Alphabetic	8	9	1
Middle Full Alphabetic	10	8	-2
Late Full Alphabetic	9	22	13
Early Consolidated	3	11	8
Middle Consolidated	1	13	12
Late Consolidated	2	4	2
Proficient	0	4	4

ELPAC Professional Development- due to COVID-19 safety measure, our Student Success & Support Coordinator trained staff for purposes of building capacity and understanding (via Zoom) and developed a plan to administer Initial/Summative ELPAC for our students- this allowed for teachers to focus on our instructional program during remote learning.

Challenges-

Though we have a support team system for our teachers, the data still states that 38 out of 94 our first grade students are requiring additional support in foundational schools- For the EL Spelling Microphases 1st grade students should be scoring in Late Full Alphabetic.

Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
85% of families participating in school events	Up until the COVID shutdown in March, we had 53% Parent engagement in councils, committees, parent classes (this data does not include Parent Conference Attendance). Once we offered the virtual option post COVID shutdown, our participation in Parent Conferences increased to 90%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$1750 (food) \$2000 (resources and materials)	\$3750
Increase the number of parent meetings held each year: Café de Padres, Learning with the principal, Parenting classes, etc.	\$2000 (resources and materials)	\$2000

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 funding was used to support implementation of planned actions/services.

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

Successes

Per sign-in sheets and Zoom attendance lists, we noted an increase of parent engagement among families who due to work schedules do not participate in parent workshops- Meetings were scheduled at 6:00pm via Zoom. Learning with the Principal was held on a monthly basis and had the highest attendance.

Challenges

Even with a high number of attendance during Learning with the Principal, we had a select group of parents who we would intentionally invite and would not attend.

Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Three days a week	Three days a week

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue using nurse services to support student learning with screening for vision, dental and health screenings	\$50,000 (nursing services) \$2,000 (nursing supplies)	Up until the COVID shutdown in May, \$30, 532

Goal Analysis

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

Due to Covid-19 school closure, any remaining funds allocated to a nurse were used to purchase general supplies for families toiletries-socks, toothbrushes, toothpaste, diapers, shampoo, soap, school supplies for the home.

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

Successes

During the months of August- March, completed vision, dental and health screenings. She provided support during Learning with the Principal to build capacity in the areas of caring for students during winter months, Lice, Nutrition

Challenges-

General Challenge is students/families did not have access to our school nurse during the months of March-June

Goal 4

Increased training for teachers and parents in the areas of the Common Core, ELA, & ELD Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Increase over time in DIBELS 65% of students at benchmark	MOY DIBELS - kinder 49%/ 1st grade 52% EOY DIBELS- data incomplete due to COVID-19 pandemic school site closure

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings.	\$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)	\$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)

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 funding was used to support implementation of planned actions/services.

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

Teachers and support staff were provided Professional Development in the area of guided reading, alignment of Common Core Standards and foundational skills in our Learning Academy model, transfer of phonics skill to writing. Professional development was provided by ABC consulting 4 times in the school year with learning cycles built in- principal and ABC consultant model lessons/strategies, followed by teachers implementing and then debrief.

Parents were provided with opportunities to build capacity during Learning with the Principal, teacher-led workshops in the following areas:

- Common Core Standards (ELA/ELD)
- Activities to support student learning at home (participants were given instructional items to implement at home)
- Understanding of ELD standards and ELPAC expectations
- ELD strategies

Goal 5

Create a parent committee to address the areas of: student discipline, attendance, and school safety issues (Including translation services).

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
Increase of 5% of benchmark	Due to COVID-19 pandemic school site closure, we were unable to implement the parent component of this work.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Work with the family coordinator to develop the committee, invite parents to participate, and support with meeting delivery.	\$500 (materials and supplies) \$500 (food and snacks)	\$750 materials \$250 food (Aug-February)
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Goal Analysis

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

All funding was used to support implementation of planned actions/services.

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

Para Los Ninos Gratts Primary Center Family Service Advocate provided weekly parenting classes to support in building parent capacity in the areas of social-emotional, student discipline, attendance, school safety- these topics were also addressed during our ELAC council meetings. Consistently we had 25 parents who would participate on a weekly basis and became advocates in the school community of our student discipline plan.

Challenge- internal goal was to reach 40 and though at times we would have this amount in attendance it varied weekly and averaged 25. We made a shift to having meetings at 8:15am and at 5:00pm.

Goal 6

Students will attend school at a rate of 98% over the next three years.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
95% ADA per year	95.963% ADA

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bringing students to school on time, Case Manager works families struggling, incentivize families and students alike.	\$1000 – Prizes and incentives \$500 – Materials and Supplies \$250 – Food incentives	\$1250 – Prizes and incentives \$500 – Materials and Supplies \$0 – Food incentives

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 funding was used to support implementation of planned actions/services.

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

At the school we see a need to follow-up with higher frequency with families with chronic absenteeism. Several of our families with chronic absenteeism have stated that they have limited adults who are able to support with dropping off and picking up at the school. We have partnered with our Afterschool program, to provide priority for families (with chronic absenteeism) requiring support for a later pick-up program at the school due to work hours.

Evelyn Thurman Gratts Primary Center will:

-Plan and Deliver Trimester Attendance Assemblies- after each reporting period

-Action steps include incentives, parent workshops highlighting the link to academic achievement and student attendance.

-Follow-up during Integrated Services meeting-to continuously address students with chronic absenteeism

- SSPT meetings for students with chronic absenteeism, tardiness will be held with the school nurse and school psychologist as participants to develop an action plan to improve attendance and issues impacting academics
- Hold Learning with the Principal series of. workshop topics will include workshops on discipline, and locating community resources to support the socio emotional needs of elementary school students
- ELAC Meetings and Parent Center will conduct workshops that highlight the importance of attendance, the impact on academics and pathway to graduation
- Attendance Challenges- with focus on positive reinforcement for students who attend live Zoom sessions and students with decreased chronic absenteeism.

Goal 7

Investment in technology to teach and prepare students for SBAC and 21st century skills (Keyboarding, assessment, computer literacy).

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
85% completion rate	100% completion rate- 1 to 1 technology device for students

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase additional equipment needed to ensure 100% of students have access to technology and tools.	\$10,000.00 (iPads & Otterbox cases)	\$58, 610

Continue to provide on-going teacher and staff training.	\$1,000 (Technology training) \$10,000 (stipend)	\$1,000 (Technology training) \$10,000 (stipend)
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Goal Analysis

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

All funding was used to support implementation of planned actions/services.

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

Our success in 2021 was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Goal 8

Increase intervention and support resources to address needs as demonstrated by testing data in math, ela/eld, reading, and writing. Including increasing data assessment by teachers and parents to determine support structures. (Include resources, instructional coach, and intervention tools).

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
10% increase of students at benchmark	Due to COVID-19 pandemic school site closure, we were unable to gather complete benchmark data for EOY

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide teacher and parent training on strategies and supports to leverage on behalf of students.	\$20,000 (literacy coach – stipend part time) \$10,000 (supplemental intervention material) \$2,000 (training)	\$1500 Stipend Learning Academy coordinator \$8500 Teacher staffing for Fall intervention program \$1300 Instructional Assistant staffing for fall intervention program \$8500 Teacher staffing for Spring intervention program \$1300 Instructional Assistant staffing for spring intervention program \$4700 supplemental intervention material) \$6,000 Teacher PD provided by ABC consultant

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 funding was used to support implementation of actions/services. Though we did not hire a Literacy Coach, we provided a stipend to a teacher to support in our learning model of Learning Academies and were able to provide two intervention cycles during the fall and spring.

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

Our greatest success has been taking benchmark data and using it to differentiate and shift instructional practices to support student learning. We were able to develop various intervention groups by skill to ensure students are receiving support at their instructional level.

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
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Additional Staff- Instructional Assistants to support small group instruction (4 IAs) part time	\$42,075	\$42,075	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (hub)	\$33,000	\$33,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (non-hub)	\$89,000	\$89,000	N
Operational Support – Signage and PPE	\$46,880	\$46,880	Y
Leadership Salary (Split between in-person and distance learning)	\$92,962	\$92,962	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 budgeted expenditures were used to implement on the actions

Analysis of In-Person Instructional Offerings

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

Being able to provide approximately 100 students an opportunity to receive instruction face to face was definitely a highlight/success for the 2020/2021 school year. We were fortunate to have teachers and support staff able to return to the schoolsite. We were able to maintain attendance during the onsite learning model

Challenges that emerged around In-person instruction is the limited amount of students able to be onsite due to CDC guidelines and limitations.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Licenses to enhance Live Learning sessions- Boom Cards, Discovery (for small group)	\$5,000	\$5,000	Y
Math Manipulatives to support student learning from home	\$5,000	\$5,000	Y
Brain Bags	\$7,500	\$7500	N
Computer Devices for students	\$63,750	\$63,750	N
Hot Spots	\$1,800	\$1800	Y
Staff Costs: Certificated	\$1,293,384	\$1,293,384	N
Teacher Stipends	\$7,000	\$7,000	N
Staff Cost: Classified	\$407,059	\$407,059	N
Leadership Salary (Split between in-person and distance learning)	\$92,962	\$92,962	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.

All budgeted expenditures were used to implement the actions

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

We are extremely proud of this area- at first we were not clear on how we would continue to provide specific skill support via our Learning Academies in the remote platform. Our school believes in providing students specific skill support, it is part our school culture. After ensuring that we supported families and students in navigating on Class Dojo (main parent communication), Zoom (main instructional platform and the various features of it such as break out rooms, we were ready to put in practice having students navigate to other teachers using Zoom Links.. We were able to complete four Learning Academy Cycles which also included progress monitoring 2x within a cycle.

Challenge(s)

Our main challenge in instruction via remote learning was writing- gathering true student samples, providing writing opportunities with a pencil especially for our kinder students.

Access to Devices and Connectivity

Strengths

Our success was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Our success was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Pupil Participation and Progress

Success

This area was a huge learning curve for our staff, students and families- our success did not come early in this area rather a couple of months later once we had built capacity in the various learning platforms we would be using during remote learning. In partnership with our mental health team and our family advocate we organized/scheduled several tutorials for families on how to navigate through the various platforms. Starting week 1 of the 2020/2021 school year, staff would contact families on a weekly basis, we maintained logs and documented any needs the family had indicated. Our participation rate and completion of assignments were supported by developing an incentive program on a monthly basis- Monthly Attendance Challenge and teachers would inform us of students who were completing assignments.

Challenge-

The main challenge were approximately 18 families who met challenges in following through with plans we developed to support their family. When families would indicate they were having difficulty supporting their child to log on and complete assignments due to their work schedule- our student success/support coordinator and the principal would develop a Personal Learning Plan and come to agreements but with specifically 16-18 of our families even a modified schedule they were not consistent.

Distant Learning Professional Development

Success

Throughout the Distance Learning Program the school site maintained the desire to keep learning and build our capacity in the areas of foundational skills, guided reading, data analysis, math conversation/talks- Professional development was provided by the principal, coordinators and consultants/experts in the subject. Professional development included teachers, instructional assistants and support staff.

Challenge

No challenges in this area were expressed.

Staff Roles and Responsibilities

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ABC Consulting-principal and consultant will provide specific learning cycles with grade levels to enhance their understanding of phonics and its direct connection to writing-support will be provided to individual teachers and by grade level	\$ 10,000	\$ 10,000	N
95% Phonics Program-intervention materials provides teachers an explanation of Phonics patterns using manipulatives and sound-spelling pattern identification- this will also support in EL Education Microphases	\$ 12,000	\$ 10,000	Y
Saturday Intervention Program 5 Cycles	\$ 25,000	\$ 25,000	Y
Parent Workshops/Engagement Opportunities to build capacity in the area of phonics and writing	\$ 5,000	\$ 5,000	N
Saturday Staff Time	\$ 1,500	\$3,500	N
Additional Aides	\$56,100	\$56,100	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.

Funds were spent as expected

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.

For the 2020-2021 school year we were met with more successes versus challenges-

Successes-before the school year started, the Student Success/Support coordinator, grade level leads and I met to dialogue/discuss our instructional approach via the remote platform. We built several cycles of our learning academies and how we would engage/involve our instructional assistants and youth workers into our small group instruction. Teachers selected specific standards/assignments that would be the focal point of every trimester. As a team we developed a Benchmark Assessment/ Progress monitoring schedule -and this time built in several supports to ensure we gathered 90-95% percent data from students. Also families were responsive to Grab N Gos -1x a month families would stop by the school to pick up instructional materials for students based on the standards teachers would be focusing for the month. In addition to our 8 instructional assistants supporting our Learning Academies, we had 32 Youth Workers support our instructional program.

Challenges- Though we had several successes, our greatest challenge were the specific families (approximately 25) that even through our integrated service supports, family case managers and teacher reachout- we were not able to get this group of families to log on for daily instruction. On numerous occasions, our Student Success/Support Coordinator and I made calls to families to support with a Personal Learning Plan-and did not have success. Typically, in a regular school year, we would have made a home visit but strict COVID-19 protocols limited our ability to physically check up on families.

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.

INTEGRATED SERVICES MODEL within a TIERED LEVEL of SUPPORTS: Our charter schools' supports are organized in 3 TIERS. Tier 1 supports are considered universal and includes our school's deep commitment to all our students and staff feeling safe, respected and connected. We believe this is critical in order for learning to take place. This involves training of all staff to understand the impact of stress on development and functioning and creating classroom environments that promote a culture conducive to learning. We understand even with environments designed to support students' safety and sense of belonging, some students will require more support behaviorally, socially, academically, emotionally or perhaps a combination of these supports. Our Integrated Services Model is designed to identify those students (or staff) needing TIER 2 supports. We consider these supports more individualized. All Para Los Niños Charter schools hold Integrated Services Meetings (IS) twice a month where the following programs

come to together (School administration, Special Education, Afterschool, Mental Health, INN2 and Family Services) to discuss needs and concerns of students. School staff can also identify supports they might need for themselves to connect with challenging students. Essentially the model is an effort to increase understanding and compassion on reasons why a student might be struggling and identify next steps within a multidisciplinary team.

Many of our families have been impacted by COVID 19 some more directly. During this pandemic and with all learning being virtual, our Integrated Services meetings continue via Zoom and are in some ways even more critical as it provides a platform to discuss concerns about families and students who are challenged with technology or other basic needs. Attendance, engagement with students, and technology supports have been the top priorities and agenda items for our IS meetings during “Safer at Home.” Mental Health Services is a service we provide for students at Para Los Ninos whose impairment in functioning is related to current or past stressors or a struggle with a mental health diagnosis. Mental Health referrals can also be generated outside the IS meeting if it is clear from a case manager, school social worker, or administrator a MH referral is warranted. Our Mental Health Services offer therapeutic services to children 0-21 years of age including a specialized Birth to 5 services as well as trauma specific supports. Our program works collaboratively with our Early Education sites, Charter Schools and our other community programs within Student and Community services supporting the child or youth along with their caregivers and school staff. Currently all our therapy and psychiatric services are being provided via telehealth to continue to provide needed support in a safe manner for all.

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.

During our distance learning model our instructional schedule includes taking attendance in the AM Live Zoom Session (K-10:00; 1st-9:30am; 2nd-9:00am) and PM Live Zoom Session (K-1:00pm; 1st-2:15pm; 2nd -2:00pm) on Illuminate (attendance platform)-any student unable to attend one or both live sessions due technological issues/delays, sickness, or family emergency is to notify the teacher and/or office of the absence. We follow-up with families on a weekly basis--on Fridays, teachers and support staff communicate with our families via text or phone call; teachers and staff have access to a Google Form that is filled out for every family we communicate with and notes are indicated if administration needs to follow-up. For any student having difficulty with attendance via Zoom Live sessions due to connection, access to internet, parent work hours, language barriers we are supporting by having the family on a Personalized Learning Plan (PLP). The PLP supports families and students to access instructional expectations via individual homework packets-these plans are developed in agreement with the family, student, teacher and principal. We currently have six families on PLPs due to limited support at home during school hours, language barriers with babysitters and/or limited access to the internet.

Analysis of School Nutrition

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

During distance learning, we have applied for all waivers necessary to adapt and make it possible to distribute complaint meals twice a week; these distributions happen every Tuesday and Thursday. All our meals are prepared by our Food Service Vendor and packed at their facility. Meals are delivered on distribution days every morning by the vendor. We created a drive-up and walk-up option for meal pick-up for our families, while maintaining health and safety precautions and following all State and local guidelines. These complaint meal packs contain both a nutritious breakfast and lunch to cover the school week (Monday-Friday). For those families that are not able to pick-up their student meals for reasons beyond their control, we have implemented a drop-off system where a Safe-Serve Certified Food Service member of our school can deliver the meals at the doorstep of their home. This option is to ensure ALL our students have their meals despite the obstacles of distance learning. Once we return to in-person instruction our students will continue to receive daily nutritious and compliant breakfast and lunch meals at school. All State and local health guidelines will be implemented to maintain social distancing during our food service schedule. Meal preparations will continue to be at the vendor's facility and delivered every early morning and mid-morning for meal service. Every student is eligible for a meal. In the event that we cannot accommodate all our students on campus and offer a hybrid model for instruction our continuity plan would combine both our drive-up service for families still on distance learning and our in-person service for the students on campus, ensuring all our students receive their daily breakfast and lunch meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Emotional Well-being	Social Worker Staff Time	\$13,390	\$13,390	Y
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	\$250	N
Nutrition	Purchase of additional Equipment for outside lunch	\$2,500	\$2,500	N

Pupil and Family Engagement Outreach	Parent Engagement Activities	\$20,000	\$20,000	N
Pupil and Family Engagement Outreach	Staff Cost	\$4,838	\$4,838	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	\$2,000	Y
Pupil Engagement	After-School Staff	\$253,278	\$253,278	N

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.

Funds 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.

We continue to build upon our learnings from each previous year. The 2019-2020 student outcomes influenced our approach during the 2020-21 school year, and the 2020-21 outcomes influenced our development of the 2021-2024 LCAP. As mentioned, we continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our inperson instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated

preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

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 Evelyn Thurman Gratts Primary	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org (213) 481-3200

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

Increase the level of English Proficiency by one level as measured by English Language Proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
65% of students increasing one level, 55% of students increasing two levels.	Due to COVID, the ELPAC Summative was not required.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PD for training for teachers to administer the ELPAC.	\$500	\$0
Instructional Aides in each room to facilitate small group instruction & intervention	\$50,000	\$175,000

Goal Analysis

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

Actions/Service were both implemented

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

Successes

Instructional Assistants (IAs) in each room to facilitate small group instruction and intervention- during our Learning Academy time block each teacher was provided a support team, which may have included 1-2 IAs- depending on the need in the class. The Learning Academy is a specific timeframe in the instructional program where all students mix into a specific classroom depending on skill need noted by data- Kindergarten 1:00pm-2:00pm/ 1st grade 2:00pm-3:15pm/2nd grade 9:00am-10:30am. This provided an opportunity for teachers to provide smaller groups for more intense instruction during the Learning Academy.

First grade BOY-EOY

Microphase	BOY vs EOY		Difference MOY - EOY
	BOY	EOY	
Missing	16	10	-6
Pre- Alphabetic	60	20	-40
Early Partical Alphabetic	10	6	-4
Middle Partical Alphabetic	11	17	6
Late Partical Alphabetic	10	31	21
Early Full Alphabetic	1	5	4
Middle Full Alphabetic	0	3	3
Late Full Alphabetic	1	13	12
Early Consolidated	0	1	1
Middle Consolidated	0	0	0
Late Consolidated	0	1	1

2nd grade BOY-EOY

BOY vs EOY			
Microphase	BOY	EOY	Difference BOY - EOY
Missing	4	3	-1
Pre- Alphabetic	18	2	-16
Early Partical Alphabetic	12	3	-9
Middle Partical Alphabetic	10	3	-7
Late Partical Alphabetic	18	13	-5
Early Full Alphabetic	8	9	1
Middle Full Alphabetic	10	8	-2
Late Full Alphabetic	9	22	13
Early Consolidated	3	11	8
Middle Consolidated	1	13	12
Late Consolidated	2	4	2
Proficient	0	4	4

ELPAC Professional Development- due to COVID-19 safety measure, our Student Success & Support Coordinator trained staff for purposes of building capacity and understanding (via Zoom) and developed a plan to administer Initial/Summative ELPAC for our students- this allowed for teachers to focus on our instructional program during remote learning.

Challenges-

Though we have a support team system for our teachers, the data still states that 38 out of 94 our first grade students are requiring additional support in foundational schools- For the EL Spelling Microphases 1st grade students should be scoring in Late Full Alphabetic.

Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
85% of families participating in school events	Up until the COVID shutdown in March, we had 53% Parent engagement in councils, committees, parent classes (this data does not include Parent Conference Attendance). Once we offered the virtual option post COVID shutdown, our participation in Parent Conferences increased to 90%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$1750 (food) \$2000 (resources and materials)	\$3750
Increase the number of parent meetings held each year: Café de Padres, Learning with the principal, Parenting classes, etc.	\$2000 (resources and materials)	\$2000

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 funding was used to support implementation of planned actions/services.

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

Successes

Per sign-in sheets and Zoom attendance lists, we noted an increase of parent engagement among families who due to work schedules do not participate in parent workshops- Meetings were scheduled at 6:00pm via Zoom. Learning with the Principal was held on a monthly basis and had the highest attendance.

Challenges

Even with a high number of attendance during Learning with the Principal, we had a select group of parents who we would intentionally invite and would not attend.

Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Three days a week	Three days a week

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue using nurse services to support student learning with screening for vision, dental and health screenings	\$50,000 (nursing services) \$2,000 (nursing supplies)	Up until the COVID shutdown in May, \$30, 532

Goal Analysis

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

Due to Covid-19 school closure, any remaining funds allocated to a nurse were used to purchase general supplies for families toiletries-socks, toothbrushes, toothpaste, diapers, shampoo, soap, school supplies for the home.

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

Successes

During the months of August- March, completed vision, dental and health screenings. She provided support during Learning with the Principal to build capacity in the areas of caring for students during winter months, Lice, Nutrition

Challenges-

General Challenge is students/families did not have access to our school nurse during the months of March-June

Goal 4

Increased training for teachers and parents in the areas of the Common Core, ELA, & ELD Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Increase over time in DIBELS 65% of students at benchmark	MOY DIBELS - kinder 49%/ 1st grade 52% EOY DIBELS- data incomplete due to COVID-19 pandemic school site closure

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings.	\$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)	\$10,000 (Outside consultants) \$5,000 (Stipends for Professional Development)

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 funding was used to support implementation of planned actions/services.

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

Teachers and support staff were provided Professional Development in the area of guided reading, alignment of Common Core Standards and foundational skills in our Learning Academy model, transfer of phonics skill to writing. Professional development was provided by ABC consulting 4 times in the school year with learning cycles built in- principal and ABC consultant model lessons/strategies, followed by teachers implementing and then debrief.

Parents were provided with opportunities to build capacity during Learning with the Principal, teacher-led workshops in the following areas:

- Common Core Standards (ELA/ELD)
- Activities to support student learning at home (participants were given instructional items to implement at home)
- Understanding of ELD standards and ELPAC expectations
- ELD strategies

Goal 5

Create a parent committee to address the areas of: student discipline, attendance, and school safety issues (Including translation services).

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
Increase of 5% of benchmark	Due to COVID-19 pandemic school site closure, we were unable to implement the parent component of this work.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Work with the family coordinator to develop the committee, invite parents to participate, and support with meeting delivery.	\$500 (materials and supplies) \$500 (food and snacks)	\$750 materials \$250 food (Aug-February)
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Goal Analysis

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

All funding was used to support implementation of planned actions/services.

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

Para Los Ninos Gratts Primary Center Family Service Advocate provided weekly parenting classes to support in building parent capacity in the areas of social-emotional, student discipline, attendance, school safety- these topics were also addressed during our ELAC council meetings. Consistently we had 25 parents who would participate on a weekly basis and became advocates in the school community of our student discipline plan.

Challenge- internal goal was to reach 40 and though at times we would have this amount in attendance it varied weekly and averaged 25. We made a shift to having meetings at 8:15am and at 5:00pm.

Goal 6

Students will attend school at a rate of 98% over the next three years.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
95% ADA per year	95.963% ADA

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bringing students to school on time, Case Manager works families struggling, incentivize families and students alike.	\$1000 – Prizes and incentives \$500 – Materials and Supplies \$250 – Food incentives	\$1250 – Prizes and incentives \$500 – Materials and Supplies \$0 – Food incentives

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 funding was used to support implementation of planned actions/services.

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

At the school we see a need to follow-up with higher frequency with families with chronic absenteeism. Several of our families with chronic absenteeism have stated that they have limited adults who are able to support with dropping off and picking up at the school. We have partnered with our Afterschool program, to provide priority for families (with chronic absenteeism) requiring support for a later pick-up program at the school due to work hours.

Evelyn Thurman Gratts Primary Center will:

-Plan and Deliver Trimester Attendance Assemblies- after each reporting period

-Action steps include incentives, parent workshops highlighting the link to academic achievement and student attendance.

-Follow-up during Integrated Services meeting-to continuously address students with chronic absenteeism

- SSPT meetings for students with chronic absenteeism, tardiness will be held with the school nurse and school psychologist as participants to develop an action plan to improve attendance and issues impacting academics
- Hold Learning with the Principal series of. workshop topics will include workshops on discipline, and locating community resources to support the socio emotional needs of elementary school students
- ELAC Meetings and Parent Center will conduct workshops that highlight the importance of attendance, the impact on academics and pathway to graduation
- Attendance Challenges- with focus on positive reinforcement for students who attend live Zoom sessions and students with decreased chronic absenteeism.

Goal 7

Investment in technology to teach and prepare students for SBAC and 21st century skills (Keyboarding, assessment, computer literacy).

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
85% completion rate	100% completion rate- 1 to 1 technology device for students

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase additional equipment needed to ensure 100% of students have access to technology and tools.	\$10,000.00 (iPads & Otterbox cases)	\$58, 610

Continue to provide on-going teacher and staff training.	\$1,000 (Technology training) \$10,000 (stipend)	\$1,000 (Technology training) \$10,000 (stipend)
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Goal Analysis

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

All funding was used to support implementation of planned actions/services.

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

Our success in 2021 was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Goal 8

Increase intervention and support resources to address needs as demonstrated by testing data in math, ela/eld, reading, and writing. Including increasing data assessment by teachers and parents to determine support structures. (Include resources, instructional coach, and intervention tools).

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
10% increase of students at benchmark	Due to COVID-19 pandemic school site closure, we were unable to gather complete benchmark data for EOY

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide teacher and parent training on strategies and supports to leverage on behalf of students.	\$20,000 (literacy coach – stipend part time) \$10,000 (supplemental intervention material) \$2,000 (training)	\$1500 Stipend Learning Academy coordinator \$8500 Teacher staffing for Fall intervention program \$1300 Instructional Assistant staffing for fall intervention program \$8500 Teacher staffing for Spring intervention program \$1300 Instructional Assistant staffing for spring intervention program \$4700 supplemental intervention material) \$6,000 Teacher PD provided by ABC consultant

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 funding was used to support implementation of actions/services. Though we did not hire a Literacy Coach, we provided a stipend to a teacher to support in our learning model of Learning Academies and were able to provide two intervention cycles during the fall and spring.

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

Our greatest success has been taking benchmark data and using it to differentiate and shift instructional practices to support student learning. We were able to develop various intervention groups by skill to ensure students are receiving support at their instructional level.

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
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Additional Staff- Instructional Assistants to support small group instruction (4 IAs) part time	\$42,075	\$42,075	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (hub)	\$33,000	\$33,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (non-hub)	\$89,000	\$89,000	N
Operational Support – Signage and PPE	\$46,880	\$46,880	Y
Leadership Salary (Split between in-person and distance learning)	\$92,962	\$92,962	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 budgeted expenditures were used to implement on the actions

Analysis of In-Person Instructional Offerings

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

Being able to provide approximately 100 students an opportunity to receive instruction face to face was definitely a highlight/success for the 2020/2021 school year. We were fortunate to have teachers and support staff able to return to the schoolsite. We were able to maintain attendance during the onsite learning model

Challenges that emerged around In-person instruction is the limited amount of students able to be onsite due to CDC guidelines and limitations.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Licenses to enhance Live Learning sessions- Boom Cards, Discovery (for small group)	\$5,000	\$5,000	Y
Math Manipulatives to support student learning from home	\$5,000	\$5,000	Y
Brain Bags	\$7,500	\$7500	N
Computer Devices for students	\$63,750	\$63,750	N
Hot Spots	\$1,800	\$1800	Y
Staff Costs: Certificated	\$1,293,384	\$1,293,384	N
Teacher Stipends	\$7,000	\$7,000	N
Staff Cost: Classified	\$407,059	\$407,059	N
Leadership Salary (Split between in-person and distance learning)	\$92,962	\$92,962	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.

All budgeted expenditures were used to implement the actions

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

We are extremely proud of this area- at first we were not clear on how we would continue to provide specific skill support via our Learning Academies in the remote platform. Our school believes in providing students specific skill support, it is part our school culture. After ensuring that we supported families and students in navigating on Class Dojo (main parent communication), Zoom (main instructional platform and the various features of it such as break out rooms, we were ready to put in practice having students navigate to other teachers using Zoom Links.. We were able to complete four Learning Academy Cycles which also included progress monitoring 2x within a cycle.

Challenge(s)

Our main challenge in instruction via remote learning was writing- gathering true student samples, providing writing opportunities with a pencil especially for our kinder students.

Access to Devices and Connectivity

Strengths

Our success was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Our success was definitely in gaining access to technology for ALL our students. Through funding, each student was provided a chromebook device to ensure they had access to our remote instructional program on a daily basis.

The main challenge we faced was internet connectivity for all of our students- initial we were able to provide Hot Spots for approximately 100 of our families and with the significant amount of students/families still requiring internet, in November a second order of hotspots were requested and distributed to families.

Pupil Participation and Progress

Success

This area was a huge learning curve for our staff, students and families- our success did not come early in this area rather a couple of months later once we had built capacity in the various learning platforms we would be using during remote learning. In partnership with our mental health team and our family advocate we organized/scheduled several tutorials for families on how to navigate through the various platforms. Starting week 1 of the 2020/2021 school year, staff would contact families on a weekly basis, we maintained logs and documented any needs the family had indicated. Our participation rate and completion of assignments were supported by developing an incentive program on a monthly basis- Monthly Attendance Challenge and teachers would inform us of students who were completing assignments.

Challenge-

The main challenge were approximately 18 families who met challenges in following through with plans we developed to support their family. When families would indicate they were having difficulty supporting their child to log on and complete assignments due to their work schedule- our student success/support coordinator and the principal would develop a Personal Learning Plan and come to agreements but with specifically 16-18 of our families even a modified schedule they were not consistent.

Distant Learning Professional Development

Success

Throughout the Distance Learning Program the school site maintained the desire to keep learning and build our capacity in the areas of foundational skills, guided reading, data analysis, math conversation/talks- Professional development was provided by the principal, coordinators and consultants/experts in the subject. Professional development included teachers, instructional assistants and support staff.

Challenge

No challenges in this area were expressed.

Staff Roles and Responsibilities

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ABC Consulting-principal and consultant will provide specific learning cycles with grade levels to enhance their understanding of phonics and its direct connection to writing-support will be provided to individual teachers and by grade level	\$ 10,000	\$ 10,000	N
95% Phonics Program-intervention materials provides teachers an explanation of Phonics patterns using manipulatives and sound-spelling pattern identification- this will also support in EL Education Microphases	\$ 12,000	\$ 10,000	Y
Saturday Intervention Program 5 Cycles	\$ 25,000	\$ 25,000	Y
Parent Workshops/Engagement Opportunities to build capacity in the area of phonics and writing	\$ 5,000	\$ 5,000	N
Saturday Staff Time	\$ 1,500	\$3,500	N
Additional Aides	\$56,100	\$56,100	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.

Funds were spent as expected

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.

For the 2020-2021 school year we were met with more successes versus challenges-

Successes-before the school year started, the Student Success/Support coordinator, grade level leads and I met to dialogue/discuss our instructional approach via the remote platform. We built several cycles of our learning academies and how we would engage/involve our instructional assistants and youth workers into our small group instruction. Teachers selected specific standards/assignments that would be the focal point of every trimester. As a team we developed a Benchmark Assessment/ Progress monitoring schedule -and this time built in several supports to ensure we gathered 90-95% percent data from students. Also families were responsive to Grab N Gos -1x a month families would stop by the school to pick up instructional materials for students based on the standards teachers would be focusing for the month. In addition to our 8 instructional assistants supporting our Learning Academies, we had 32 Youth Workers support our instructional program.

Challenges- Though we had several successes, our greatest challenge were the specific families (approximately 25) that even through our integrated service supports, family case managers and teacher reachout- we were not able to get this group of families to log on for daily instruction. On numerous occasions, our Student Success/Support Coordinator and I made calls to families to support with a Personal Learning Plan-and did not have success. Typically, in a regular school year, we would have made a home visit but strict COVID-19 protocols limited our ability to physically check up on families.

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.

INTEGRATED SERVICES MODEL within a TIERED LEVEL of SUPPORTS: Our charter schools' supports are organized in 3 TIERS. Tier 1 supports are considered universal and includes our school's deep commitment to all our students and staff feeling safe, respected and connected. We believe this is critical in order for learning to take place. This involves training of all staff to understand the impact of stress on development and functioning and creating classroom environments that promote a culture conducive to learning. We understand even with environments designed to support students' safety and sense of belonging, some students will require more support behaviorally, socially, academically, emotionally or perhaps a combination of these supports. Our Integrated Services Model is designed to identify those students (or staff) needing TIER 2 supports. We consider these supports more individualized. All Para Los Niños Charter schools hold Integrated Services Meetings (IS) twice a month where the following programs

come to together (School administration, Special Education, Afterschool, Mental Health, INN2 and Family Services) to discuss needs and concerns of students. School staff can also identify supports they might need for themselves to connect with challenging students. Essentially the model is an effort to increase understanding and compassion on reasons why a student might be struggling and identify next steps within a multidisciplinary team.

Many of our families have been impacted by COVID 19 some more directly. During this pandemic and with all learning being virtual, our Integrated Services meetings continue via Zoom and are in some ways even more critical as it provides a platform to discuss concerns about families and students who are challenged with technology or other basic needs. Attendance, engagement with students, and technology supports have been the top priorities and agenda items for our IS meetings during “Safer at Home.” Mental Health Services is a service we provide for students at Para Los Ninos whose impairment in functioning is related to current or past stressors or a struggle with a mental health diagnosis. Mental Health referrals can also be generated outside the IS meeting if it is clear from a case manager, school social worker, or administrator a MH referral is warranted. Our Mental Health Services offer therapeutic services to children 0-21 years of age including a specialized Birth to 5 services as well as trauma specific supports. Our program works collaboratively with our Early Education sites, Charter Schools and our other community programs within Student and Community services supporting the child or youth along with their caregivers and school staff. Currently all our therapy and psychiatric services are being provided via telehealth to continue to provide needed support in a safe manner for all.

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.

During our distance learning model our instructional schedule includes taking attendance in the AM Live Zoom Session (K-10:00; 1st-9:30am; 2nd-9:00am) and PM Live Zoom Session (K-1:00pm; 1st-2:15pm; 2nd -2:00pm) on Illuminate (attendance platform)-any student unable to attend one or both live sessions due technological issues/delays, sickness, or family emergency is to notify the teacher and/or office of the absence. We follow-up with families on a weekly basis--on Fridays, teachers and support staff communicate with our families via text or phone call; teachers and staff have access to a Google Form that is filled out for every family we communicate with and notes are indicated if administration needs to follow-up. For any student having difficulty with attendance via Zoom Live sessions due to connection, access to internet, parent work hours, language barriers we are supporting by having the family on a Personalized Learning Plan (PLP). The PLP supports families and students to access instructional expectations via individual homework packets-these plans are developed in agreement with the family, student, teacher and principal. We currently have six families on PLPs due to limited support at home during school hours, language barriers with babysitters and/or limited access to the internet.

Analysis of School Nutrition

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

During distance learning, we have applied for all waivers necessary to adapt and make it possible to distribute complaint meals twice a week; these distributions happen every Tuesday and Thursday. All our meals are prepared by our Food Service Vendor and packed at their facility. Meals are delivered on distribution days every morning by the vendor. We created a drive-up and walk-up option for meal pick-up for our families, while maintaining health and safety precautions and following all State and local guidelines. These complaint meal packs contain both a nutritious breakfast and lunch to cover the school week (Monday-Friday). For those families that are not able to pick-up their student meals for reasons beyond their control, we have implemented a drop-off system where a Safe-Serve Certified Food Service member of our school can deliver the meals at the doorstep of their home. This option is to ensure ALL our students have their meals despite the obstacles of distance learning. Once we return to in-person instruction our students will continue to receive daily nutritious and compliant breakfast and lunch meals at school. All State and local health guidelines will be implemented to maintain social distancing during our food service schedule. Meal preparations will continue to be at the vendor's facility and delivered every early morning and mid-morning for meal service. Every student is eligible for a meal. In the event that we cannot accommodate all our students on campus and offer a hybrid model for instruction our continuity plan would combine both our drive-up service for families still on distance learning and our in-person service for the students on campus, ensuring all our students receive their daily breakfast and lunch meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Emotional Well-being	Social Worker Staff Time	\$13,390	\$13,390	Y
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	\$250	N
Nutrition	Purchase of additional Equipment for outside lunch	\$2,500	\$2,500	N

Pupil and Family Engagement Outreach	Parent Engagement Activities	\$20,000	\$20,000	N
Pupil and Family Engagement Outreach	Staff Cost	\$4,838	\$4,838	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	\$2,000	Y
Pupil Engagement	After-School Staff	\$253,278	\$253,278	N

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.

Funds 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.

We continue to build upon our learnings from each previous year. The 2019-2020 student outcomes influenced our approach during the 2020-21 school year, and the 2020-21 outcomes influenced our development of the 2021-2024 LCAP. As mentioned, we continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our inperson instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated

preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

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 - Evelyn Thurman Gratts Primary	Lorena Rodriguez Principal	lrodriguez@paralosninos.org 213-481-3200

Plan Summary 2021-2022

General Information

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

Since 1980 Para Los Ninos has worked to support children in their journey towards a more successful future. Para Los Ninos provides comprehensive and integrated educational and family services that support the whole child from infancy through successive stages of school and life. Para Los Ninos Gratts Primary Center provides transitional kindergarten, kindergarten, first grade and second grade. 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 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. We are in pursuit of creating a more culturally relevant educational experience for students by integrating social justice themes. Families enrolled at Para Los Ninos Gratts Primary Center have access to a wide range of services provided by Para Los Ninos. We understand that in order for our students to be successful academically their physical and emotional needs must be supported both at school and at home. Para Los Ninos offer qualifying children and their families support through the following programs: Clinical Services PLN provides ongoing mentoring, problem solving, and socio-emotional support for children struggling through transitions, difficulty managing emotions, feelings of depression/anxiety and victims of community violence. Our approach is evidence-based, family and child centered. Para Los Ninos Gratts Primary Center, serving the children of working families in downtown Los Angeles, strives to cultivate and to celebrate the potential within each child and equip students with skills, knowledge and confidence necessary to pursue excellence and succeed in a multicultural world.

Reflections: Successes

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

Due to COVID-19 pandemic state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, at the end of the school year in 2019, per our internal Illuminate database, PLN GPC reclassified 20 students. This represents 8.2% of our EL population. One of the 20 reclassified students was a student who received special education services. PLN GPC was able to reclassify 8.2% of our EL population due to intentional monitoring systems and protocols that were not in practice in prior school years. Below are the monitoring system, protocols implemented, and steps taken to support reclassification:
Analysis of ELPAC Summative student data to identify Potential Reclassification students-identify areas of strength and need

Review DIBELs Beginning of Year (BOY) Benchmark data for Kindergarten (to begin identifying Potential Reclassification in our Kinder classes) ,1st grade and 2nd Potential Reclassification students

Develop monitoring plan with classroom teacher which includes: DIBELs Progress Monitoring, specific skills small group support, and providing teachers with monitoring and annotated English Learner Rosters at the end of each trimester.

Instructional Assistants received training on specific skills-aligned activities to support students' in meeting benchmark thresholds on DIBELs Middle of Year (MOY) Benchmark goals.

Informational ELPAC Parent Meeting during Learning with the Principal to inform Potential Reclassification parents of the plan, developed with classroom teachers, to support their child, and provide them with at-home support activities.

DIBELs Progress Monitoring (PM) data is reviewed for any instructional changes needed to support students.

From DIBELs BOY to MOY- schedule a minimum of two data dialogues with teachers to review plans and instructional practices.

Language Acquisition sessions to support Potential Reclassification students to have additional language development opportunities to address needs in a specific domain-listening, speaking, reading, and/or writing.

Learning with the Principal will provide parent education workshops to support or EL students and bring awareness and build knowledge around reclassification and EL instructional strategies for parents to use at home with their children.

Data informed, cohesive, differentiated professional development for teachers, based on Gratt's instructional focus of writing in order to support EL students

Learning Academy- small group differentiated reading intervention academies by grade level, where students are grouped by abilities and where teachers collaborate with the grade level members in order to provide focused group lessons using the EL support guides for foundational reading skills

For the 2020-2021 school year, the same monitoring systems and protocols have been used to increase our reclassification rate. Per our current monitoring rosters as of December 18, 2020, we have the following Potential for Reclassification count- 11 kindergartners, 10 1st graders, and 20 2nd graders. We anticipate Summative ELPAC data approximately June 25th.

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.

Per the 2018-2019 review of Dashboard and local current data indicate the need for growth/support in the areas of proficiency in foundational skills, reclassification rate and chronic absenteeism.

LCAP Highlights

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

The 2021-2024 LCAP is driven by Key Performance Indicators (KPIs) that are aligned with state and local performance indicators, and measure the progress towards meeting three major goals:

1. Academic Achievement Student academic performance, including English proficiency, will be at a "Above or At Benchmark" level based on rigorous core content standards, resulting in proficient readers in 3rd grade.
2. School Climate and Campus Environment In order to support student academic achievement and engagement, all students will be educated in learning environments that are safe, respectful, responsible and conducive to learning, with a focus on reducing, expulsion, and chronic absenteeism rates.
3. Student, Parent, Community Engagement, and Support -Para Los Ninos Gratts Primary Center will engage, educate, and involve students, parents, and the community as partners with a focus on academic achievement and social-emotional services through a network of resources.

To support the LCAP goals, stakeholders at Para Los Ninos Gratts Primary Center has generated key focus areas including:

- Provide personnel to support students
- Provide after school learning programs
- Continued development of Learning Academies in foundational skills and mathematics
- Provide opportunities for parents through learning and engaging community partnerships
- Provide summer learning opportunities
- Provide professional development for staff in teaching strategies for diverse learners (e.g., English Learners, Special Education, foster/homeless youth)
- Provide safety and Positive Behavioral Intervention and Supports (PBIS)
- Increase Progress monitoring management systems to better inform staff and stakeholders on student progress.

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-Evelyn Thurman Gratts Primary was not selected for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Para Los Niños - Evelyn Thurman Gratts 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 Family Paint Night, STEAM Family Saturday, Saturday Homework Club sessions etc. On average, over 60 parents 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, Learning Academy Coordinator, 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 comprised 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.

During the revision process, the LCAP was presented to the parents during a Coffee with the Principal on October 19, 2021 and to teachers by grade level during the week of October 25, 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.

Summary of the feedback provided by specific stakeholder groups: stated the main focus of the LCAP be concentrated on the increased or improved services for identified student groups-

- Implementation of targeted programs to improve the support and performance of Foster Youth/Homeless students.
- Implementation of targeted programs to improve the support and performance of low income students.
- Provision of direct support personnel for services and interventions to address the needs of English Learner students, with a focus on English Proficiency and reclassification. Additionally, the district will provide increased monitoring of English Learners students, as well as offer professional learning opportunities to build teacher and school support staff capacity.

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

During stakeholder meetings, several comprehensive assessments were completed to have a deeper review and analysis of our practices.

Goals and Actions

Goal

Goal #	Description
1	Continue to enhance an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop Personal Learning Plans/SST/RTI to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the schools mission and goals.

An explanation of why the LEA has developed this goal.

In order to develop and maintain a school culture of collecting, monitoring, error analysis protocols and as a team we acknowledge the need to increase our error analysis protocols opportunities to support schoolwide Personal Learning Plans.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Frequency of Error Analysis Meetings that occur	3x per year				16x year (2x per month for 8 months)
% of Personal Learning Plan system (PLPs) developed by Teachers	100% of PLPs developed by Administration				100% of PLPs are developed by teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Assessment Coordinator	Salary and Benefits for 1 FTE for an Intervention and Assessment Coordinator, who will work with students who need additional support. As part of the process, they will be regularly assessing progress through deep data analysis.	\$84,000.00	Yes
2	Personal Learning Plans	Student Success and support coordinator will monitor school site Personal Learning Plans for 1st and 2nd graders and ensure that all prescribed supports are implemented.	\$5,000.00	No

3	Increased Professional Development in the area of Error Analysis	Professional Development led by the principal and coordinators 4x a year to build capacity in the area of Error Analysis.	\$25,000.00	No
4	Instructional Aides	The Instructional Aides will help support targeted student groups through intervention, classroom support for targeted populations, as well as before and after-school support with students, including students with IEPs.	\$193,470.00	Yes
5	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.	\$13,500.00	No
6	Consultant Services	This will help provide targeted training and service to teachers to better serve key groups needing specific supports.	\$183,132.00	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	Create a safe, positive school culture through student and parent engagement.

An explanation of why the LEA has developed this goal.

GPC stakeholders have expressed the benefit of increased sessions of Learning with the Principal, parent workshops and teacher-led learning workshops for families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
% of Parent University workshops led by parents.	New Initiative - 0%				Parents are co-presenters in the workshop series in 3 out of 9 sessions
% of Parents participating in Parent University workshops	New Initiative - 0%				45% participation
# of Teacher-led workshops	Two teacher/grade level led workshops for families - August/January				Each individual Teacher/grade level will lead workshops for families -1x per month
# of Positive Behavior Assemblies	One per month - first week of the month				Bi-monthly Positive Behavior Assemblies; 1-led by admin/teachers and 1-led by student (2nd grade).
# of students participating in Social Skills Groups	10 per grade level				All incoming kinder; 20 1st graders and 20 2nd graders
% of chronic absenteeism rate	23% rate of chronic absenteeism				12% rate of chronic absenteeism

Overall facility score as reflected on the SARC	2018-2019 Overall SARC Rating Good				Overall SARC Rating of Excellent
Student Attendance Rate	2018/2019 SY ADA 94%				96%
Suspension Rate	2019/2020 SY 0%				0%
Expulsion Rate	2019/2020 Expulsion Rate 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent University Workshops	With the support of Para Los Ninos departments, develop a series of workshops to implement a Parent University- topics would include but not limited to social-emotional support, parenting classes, reclassification, data analysis.	\$10,000.00	No
2	Teacher-led workshops	Teachers, with the support of school site coordinators, will develop of monthly grade level led workshops for parents.	\$10,000.00	No
3	Increase Positive Behavior Assemblies	Currently, schoolwide Positive Behavior Assemblies are held monthly. By building parent engagement and understanding of school expectations, we will increase the number of assemblies.	\$10,000.00	Yes
4	Safe Facilities	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our director of facilities conducts regular walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control, as well as day to day maintenance.	\$340,382.00	No
5	Nursing Services	This will help to provide students with a safe and healthy environment to better be able to participate in school programs. The nurse will also provide targeted support to SWD	\$58,917.00	No

		population to meet the health needs as outlined in their IEP.		
6	Panorama Education	The Panorama Education survey platform is to distribute and extract reports from the annual family and staff surveys.	\$2,000.00	No
7	Clerical Support	These personnel support the school with general items, including school management, communication with parents, and external partners.	\$119,648.00	No
8	After School and Summer Programming	After School and Summer programming is designed to help targeted student groups to close gaps in their academic abilities. Includes staff and programming costs.	\$676,169.00	Yes
9	Field Trips	Field trips contribute to all students receiving a well-rounded educational experience.	\$21,000.00	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	Provide all students with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support student engagement; and supports to ensure academic success among all subgroups (EL, SED, SPED).

An explanation of why the LEA has developed this goal.

As a school site, we currently use our Standards Based Report Card to guide which standards will be taught in each trimester. Staff and admin feel the need to increase the opportunities to review standards in between each trimester, specifically on reviewing instructional practices for all our subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
# of schoolwide review of grade level standards	3x per year				Bi-Monthly review of standards during grade level meetings.
% of students performing on grade-level in ELA.	64%				80%
# of professional development opportunities around ELD/Special Education strategies.	1x every other month				2x per month
CAASPP ELA	2018/2019 CAASPP Results for LAUSD GLAYS Grade 3: 25.5% Met or Exceeded Standard				34%
Math CAASPP	2018/2019 CAASPP Results for LAUSD GLAYS Grade 3: 27.78% Met or Exceeded Standard				37%
ELPAC Data	2018/2019 Summative ELPAC: 11.47% Proficient				30% of students moving up a level as measured by ELPAC
ELL Reclassification	2019/2020				20% Reclassification Rate

Rate	Reclassification Rate: 8.2%			
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Grade level observations/walkthroughs	Provide various opportunities for grade level members to observe/walkthrough specific lessons from colleagues.	\$2,000.00	No
2	Grade Level Instructional Leadership stipends	Provide support to admin to lead grade level and initiatives to support students with high needs.	\$8,500.00	Yes
3	Instructional Materials	Purchase of the program and aligned professional development.	\$49,040.00	No
4	ELD Strategy Professional Development	Consultant costs plus associated materials for professional development for students who need support with ELD.	\$4,000.00	Yes
5	Student Success and Support Coordinator	The Student Success and Support Coordinator ensures that students who 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.	\$84,000.00	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, including special education supports.	\$1,157,818.00	No
7	Administrator	This action will help coordinate school academics and operations to ensure a successful learning environment for students.	\$195,222.00	No
8	Teacher Stipends	This action will help to provide additional academic and extracurricular supports that will ensure a well-rounded academic and school program.	\$16,583.00	No

9	Other Certificated Salaries	Salaries for the following personnel: occupational therapist, reading specialist, school psychologist, school social worker, librarian, family case management, and speech and language therapist.	\$268,194.00	Yes
10	Staff Recruitment	This action focuses on hiring staff that are aligned with the overall mission of the organization - PLN - while at the same time understanding the work, community, and students which we serve. Giving incoming staff clear guidance will help to attract mission-aligned staff and ensure to retain them.	\$9,530.00	No
11	Employee Benefits	Employee benefits for certificated and classified staff.	\$750,688.00	No
12	Food Services	Costs associated with providing all students free breakfast, lunch, and snack throughout the year.	\$328,500.00	No
13	Instructional Aides	These personnel support all students on campus.	\$163,922.00	No
14	Professional Development	General professional development support for teachers and other staff throughout the year.	\$41,000.00	No
15	Special education contract instructors	These services support to SWD.	\$64,080.00	No
16	Educational Software	Purchase of educational software that support the academic programs.	\$15,680.00	No
17	Administrative Services	Shared costs for central administrative support such as human resources, IT, facilities, etc.).	\$414,665.00	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
39%	\$895,610.00

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.

Our foster youth, English Learners and Low-Income student population at our school site is offered a variety of guidance/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 and/or monitored through a Personal Learning Plan. 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 our interim Family Specialist and school social work interns will check-in with the families to ensure access to the academic program is intact. We also have designated instruction for English Language Learners in their general classroom and when needed we offer additional support through our Language Acquisition sessions. Led by our Student/Success coordinator, 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 increased and improved by continuing to staff a Family Service Advocate/Specialist and Student Success/Support Coordinator and by hiring an Intervention Coordinator. This is to support students, families and staff in providing real time support to students that need instructional support, experiencing homelessness or whose socioeconomic status presents barriers to accessing the academic program. The principal, Intervention coordinator and Student/support coordinator will work in tandem with the Family Specialist to case manage any immediate and long term needs of families. Student Success/Support coordinator and Intervention Coordinator will work in tandem to support and work with all grade level 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	\$3,171,273.00	\$1,210,188.00		\$944,179.00	\$5,325,640.00	\$2,961,673.00	\$2,363,967.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Intervention and Assessment Coordinator	English learner (EL), Low Income, Foster Youth				\$84,000.00	\$84,000.00
1	2	Personal Learning Plans	All				\$5,000.00	\$5,000.00
1	3	Increased Professional Development in the area of Error Analysis	All				\$25,000.00	\$25,000.00
1	4	Instructional Aides	Foster Youth, Low Income, English learner (EL)	\$83,230.00	\$43,469.00		\$66,771.00	\$193,470.00
1	5	Provide teachers with opportunities for outside training and conferences	All	\$8,000.00	\$5,500.00			\$13,500.00
1	6	Consultant Services	Low Income, English learner (EL), Foster Youth	\$21,299.00	\$64,333.00		\$97,500.00	\$183,132.00
2	1	Parent University Workshops	All	\$10,000.00				\$10,000.00
2	2	Teacher-led workshops	All	\$10,000.00				\$10,000.00
2	3	Increase Positive Behavior Assemblies	Foster Youth, English learner (EL)				\$10,000.00	\$10,000.00
2	4	Safe Facilities	All	\$340,382.00				\$340,382.00
2	5	Nursing Services	All	\$28,917.00			\$30,000.00	\$58,917.00
2	6	Panorama Education	All	\$2,000.00				\$2,000.00
2	7	Clerical Support	All	\$74,536.00			\$45,112.00	\$119,648.00

2	8	After School and Summer Programming	Foster Youth, English learner (EL), Low Income		\$643,169.00		\$33,000.00	\$676,169.00
2	9	Field Trips	All	\$8,000.00	\$13,000.00			\$21,000.00
3	1	Grade level observations/walkthroughs	All				\$2,000.00	\$2,000.00
3	2	Grade Level Instructional Leadership stipends	Low Income, Foster Youth, English learner (EL)				\$8,500.00	\$8,500.00
3	3	Instructional Materials	All	\$45,000.00	\$4,040.00			\$49,040.00
3	4	ELD Strategy Professional Development	English learner (EL)				\$4,000.00	\$4,000.00
3	5	Student Success and Support Coordinator	English learner (EL), Low Income, Foster Youth				\$84,000.00	\$84,000.00
3	6	Teachers	All	\$1,157,818.00				\$1,157,818.00
3	7	Administrator	All	\$195,222.00				\$195,222.00
3	8	Teacher Stipends	All	\$8,250.00			\$8,333.00	\$16,583.00
3	9	Other Certificated Salaries	English learner (EL), Foster Youth, Low Income	\$1,968.00	\$237,468.00		\$28,758.00	\$268,194.00
3	10	Staff Recruitment	All	\$9,530.00				\$9,530.00
3	11	Employee Benefits	All	\$544,654.00	\$131,329.00		\$74,705.00	\$750,688.00
3	12	Food Services	All				\$328,500.00	\$328,500.00
3	13	Instructional Aides	All	\$163,922.00				\$163,922.00
3	14	Professional Development	All	\$32,000.00			\$9,000.00	\$41,000.00
3	15	Special education contract instructors	Student with Disabilities (SWD)		\$64,080.00			\$64,080.00
3	16	Educational Software	All	\$11,880.00	\$3,800.00			\$15,680.00
3	17	Administrative Services	All	\$414,665.00				\$414,665.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$106,497.00	\$1,511,465.00
LEA-wide Total:	\$106,497.00	\$1,511,465.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention and Assessment Coordinator	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		\$84,000.00
1	4	Instructional Aides	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$83,230.00	\$193,470.00
1	6	Consultant Services	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$21,299.00	\$183,132.00
2	3	Increase Positive Behavior Assemblies	LEA-wide	Foster Youth, English learner (EL)	All Schools		\$10,000.00
2	8	After School and Summer Programming	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$676,169.00
3	2	Grade Level Instructional Leadership stipends	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$8,500.00
3	4	ELD Strategy Professional Development	LEA-wide	English learner (EL)	All Schools		\$4,000.00
3	5	Student Success and Support Coordinator	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		\$84,000.00
3	9	Other Certificated Salaries	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,968.00	\$268,194.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
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Totals	\$150,771.00	\$16,000.00	\$14,000.00	\$5,000.00		\$737,816.00
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Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Intervention and Assessment Coordinator			\$10,000.00			\$74,000.00	\$84,000.00
1	2	Personal Learning Plans		\$5,000.00					\$5,000.00
1	3	Increased Professional Development in the area of Error Analysis						\$25,000.00	\$25,000.00
1	4	Instructional Aides	\$66,771.00						\$193,470.00
1	6	Consultant Services						\$97,500.00	\$183,132.00
2	3	Increase Positive Behavior Assemblies						\$10,000.00	\$10,000.00
2	5	Nursing Services				\$5,000.00		\$25,000.00	\$58,917.00
2	7	Clerical Support						\$24,520.00	\$119,648.00
2	8	After School and Summer Programming						\$33,000.00	\$676,169.00
3	1	Grade level observations/walkthroughs		\$2,000.00					\$2,000.00
3	2	Grade Level Instructional Leadership stipends						\$8,500.00	\$8,500.00
3	4	ELD Strategy Professional			\$4,000.00				\$4,000.00

		Development							
3	5	Student Success and Support Coordinator	\$84,000.00						\$84,000.00
3	8	Teacher Stipends						\$8,333.00	\$16,583.00
3	9	Other Certificated Salaries						\$28,758.00	\$268,194.00
3	11	Employee Benefits						\$74,705.00	\$750,688.00
3	12	Food Services						\$328,500.00	\$328,500.00
3	14	Professional Development		\$9,000.00					\$41,000.00

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.