Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on May 7, 2021 at 1:11 PM PDT

Date and Time
Tuesday May 11, 2021 at 4:00 PM PDT

Location
ZOOM Meeting

In accordance with Mayor Garcetti's "Safer at Home" City Order (Link) and Governor Newsome's State Executive Order(Link) CNCA will be holding Board Meetings via ZOOM video conference and telephone. No physical CNCA school locations will be open to the public.

This meeting is open to the public through the telephone 1 (669) 900-9128 (US Toll) and ZOOM video conference. To ensure meeting safety, there will be an online ZOOM waiting room set up for participants 10 minutes prior to the meeting. Attendees will be welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/93974544816?
pwd=cjFRSG5CRE84TEFQVjFsdzRLQ3I3UT09
Meeting ID: 939 7454 4816
Passcode: L0ksdQ

One tap mobile
+16699009128,,93974544816#,,,,*036999# US (San Jose)
+12532158782,,93974544816#,,,,*036999# US (Tacoma)
Meeting ID: 939 7454 4816

Passcode: 036999

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Leylani Lira in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or Leylani.Lira@caminonuevo.org. Speakers are limited to no more than 2 minutes each. Speakers may also sign up in person the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**4:00 PM**
A. Record Attendance		David Gidlow	1 m
B. Call the Meeting to Order		Cindy Smet	
C. Approve 03/09/21 Meeting Minutes	Approve Minutes	Cindy Smet	1 m
D. Approve 03/23/21 Special Meeting Minutes	Approve Minutes	Cindy Smet	
II. Public Comment			**4:02 PM**
A. 2-Minute Limit per Speaker	FYI		20 m
III. 3 New Board Member Approvals			**4:22 PM**
A. Elena Lopez	Vote	Cindy Smet	10 m
B. Gil Flores			
C. Jazmin Ortega			
IV. Consent Agenda			**4:32 PM**
A. Consent Agenda Action	Vote	Cindy Smet	5 m
B. Collective LAUSD COP3 Intent to Exit 2020			
C. SPSA for each Charter			
D. Janitorial, PPE, and HVAC RFP Selections for 2021-22			
E. FSMC RFP Selection for 2021-22			
F. Fiscal Policies Revision - Nvoice Pay			
G. DA Davidson Brokerage Account			
H. CEO to be Signer on Wells Fargo Bank Line of Credit Renewal			
I. ECE - Program Admin Approval - Andy Onate, Program Director; Adriana Abich, Executive Director			
J. Resolution - Approving TK Requirements for TK Teachers			
V. Finance			**4:37 PM**
A. March 2021 Financial Reports	Discuss	Sonia Olivia	10 m

	Purpose	Presenter	Time
CNCA Consolidated Financial Reports: Dashboard, Variance Analysis, CashFlow, Budget Summary			
B. Draft FY21-22 Budget	FYI		5 m

VI. Finance Committee Update   4:52 PM

	Purpose	Presenter	Time
A. Finance Committee Update	Vote	Shiho Ito	5 m

VII. CEO Update   4:57 PM

	Purpose	Presenter	Time
A. CEO Report: Annual Oversight Reports: CNCA 1, CNCA 2, CNCA 4, & CNHS 1	Discuss	Adriana Abich	15 m

VIII. Operations & Student and Family Services   5:12 PM

	Purpose	Presenter	Time
A. LCAP Process Update	FYI	Chantavia Moore	5 m
B. Preview of Summer Programming and Technology/Recreation Pod Update	Discuss	Erica Gonzalez	10 m

IX. Academic Update   5:27 PM

	Purpose	Presenter	Time
A. Preview of Hybrid Model and ELO Grant	Discuss	Rachel Hazlehurst	10 m
B. SBAC Viability	Discuss		5 m

X. Convene to Closed Session   5:42 PM

	Purpose	Presenter	Time
A. Personnel Matter	Discuss	Adriana Abich	18 m

XI. Closing Items   6:00 PM

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote	Cindy Smet	

Cover Sheet

Approve 03/09/21 Meeting Minutes

Section: I. Opening Items
Item: C. Approve 03/09/21 Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CNCA Regular Board Meeting on March 09, 2021.pdf

Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time
Tuesday March 9, 2021 at 4:00 PM

Location
ZOOM Meeting

In accordance with Mayor Garcetti's "Safer at Home" City Order (Link) and Governor Newsome's State Executive Order(Link) CNCA will be holding Board Meetings via ZOOM video conference and telephone. No physical CNCA school locations will be open to the public.

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Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/98511106204?pwd=MlhMVldzbloxQ1hPUjN0VzF5cEs0dz09
Meeting ID: 985 1110 6204
Passcode: gF2t1K

One tap mobile
+16699009128,,98511106204#,,,,*412622# US (San Jose)
Meeting ID: 985 1110 6204
Passcode: 412622

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Leylani Lira in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or Leylani.Lira@caminonuevo.org. Speakers are limited to no more than 2 minutes each. Speakers may also sign up in person the day of the meeting.

Directors Present
C. Smet (remote), D. Gidlow (remote), L. Jennings (remote), R. Hunt (remote), S. Ito (remote), T. Powers (remote)

Directors Absent
C. Garcia Alvarado

Guests Present
T. Stanton (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order
C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Mar 9, 2021 at 4:03 PM.

C. Approve 01/12/21 Meeting Minutes
L. Jennings made a motion to approve the minutes from CNCA Regular Board Meeting on 01-12-21.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Ito	Aye
C. Smet	Aye
D. Gidlow	Aye
C. Garcia Alvarado	Absent
T. Powers	Aye
R. Hunt	Aye
L. Jennings	Aye

D. Approve 01/29/21 Special Meeting Minutes
S. Ito made a motion to approve the minutes from CNCA Special Board Meeting on 01-29-21.
L. Jennings seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Absent
D. Gidlow	Aye
R. Hunt	Aye
L. Jennings	Aye
C. Smet	Aye
T. Powers	Aye
S. Ito	Aye

II. Public Comment

A. 2-Minute Limit per Speaker
There was no public comment.

III. Consent Agenda

A. Consent Agenda Action
S. Ito made a motion to approve each of the items in the Consent Agenda.
T. Powers seconded the motion.
The board **VOTED** to approve the motion.
    Roll Call
D. Gidlow   Aye
T. Powers   Aye
L. Jennings   Aye
S. Ito   Aye
C. Smet   Aye
R. Hunt   Aye
C. Garcia Alvarado Absent

B. Distance Learning Policies - CNCA Student and Family Handbook

C. Food Service Management Company (FSMC) Bid Package School Year 2021-22

D. Los Angeles County Office of Education Certification of Signatures

E. Suicide Prevention Policy - Revision

F. Winter 2021 Consolidated Application

IV. Facilities

A. Castellanos Elementary Living Schoolyard Project
Matilda Reyes of the Living Schoolyard Project made a presentation on the development of the new landscaping plan for the schoolyard at the Castellanos campus and updated the board on the timeline for completion of the project..

V. Finance

A. January 2021 Financial Reports
CFO Tammy Stanton presented the January 2021 Financial Reports to the board.

B. 2nd Interim Financial Reports
R. Hunt made a motion to approve receipt of the 2nd Interim Financial Reports to the board.
L. Jennings seconded the motion.
The board **VOTED** to approve the motion.
    Roll Call
S. Ito   Aye
T. Powers   Aye
C. Smet   Aye
C. Garcia Alvarado Absent
L. Jennings   Aye
D. Gidlow   Aye
R. Hunt   Aye

VI. Academic Update

A. Q2 Academic Outcomes
Rachel Hazlehurst, Vice President of Curriculum and Instruction, provided an update on Q2 academic outcomes.

VII. CEO Update

A. CEO Report: Miramar High School and Tech & Play/Recreation Pods
CEO Adriana Abich updated the board on the following items:

1) Tech & Play/Recreation Pods, as it relates to school reopening plans.
2) Status of Mirmar students and staff.

B. 2021-22 Academic Calendar(s)
L. Jennings made a motion to approve the proposed Academic Calendar(s) for the 2021-2022 school year.
R. Hunt seconded the motion.
Chantavia Moore, Vice President of Strategy and Operations, presented the proposed Academic Calendar(s) for the 2021-2022 school year.
The board **VOTED** to approve the motion.

Roll Call

T. Powers	Aye
L. Jennings	Aye
C. Smet	Aye
R. Hunt	Aye
S. Ito	Aye
C. Garcia Alvarado	Absent
D. Gidlow	Aye

VIII. Convene to Closed Session

A. Conference with real property negotiations; Government Code Section 54956.8: 669 S. Burlington Street, Los Angeles, CA 90057
The board moved into Closed Session at 5:43PM.

B. Conference with legal counsel – Anticipated Litigation; Government Code Section 54956.9: 1 case
The board returned to Open Session at 6:29PM.

No action was taken in Closed Session.

IX. Closing Items

A. Adjourn Meeting
S. Ito made a motion to adjourn the meeting.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
R. Hunt	Aye
C. Garcia Alvarado	Absent
C. Smet	Aye
T. Powers	Aye
S. Ito	Aye

Roll Call

L. Jennings   Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

Approve 03/23/21 Special Meeting Minutes

Section: I. Opening Items
Item: D. Approve 03/23/21 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CNCA Special Board Meeting on March 23 2021.pdf

Camino Nuevo Charter Academy

Minutes

CNCA Special Board Meeting

Date and Time
Tuesday March 23, 2021 at 2:00 PM

Location
Leylani Lira is inviting you to a scheduled Zoom meeting.
Topic: CNCA Special Board Meeting
Time: Mar 23, 2021 02:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/92098709570?
pwd=Y2RMSkdsNTFCeStpSVJUQmJ5WlR1dz09
Meeting ID: 920 9870 9570
Passcode: 8iktF9
One tap mobile
+16699009128,,92098709570#,,,,*454691# US (San Jose)
+12532158782,,92098709570#,,,,*454691# US (Tacoma)
Dial by your location
        +1 669 900 9128 US (San Jose)
        +1 253 215 8782 US (Tacoma)
        +1 346 248 7799 US (Houston)
        +1 312 626 6799 US (Chicago)
        +1 646 558 8656 US (New York)
        +1 301 715 8592 US (Washington DC)
Meeting ID: 920 9870 9570
Passcode: 454691
Find your local number: https://caminonuevo-org.zoom.us/u/adneiyMbi0

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welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

https://caminonuevo-org.zoom.us/j/92098709570?pwd=Y2RMSkdsNTFCeStpSVJUQmJ5WlR1dz09
Meeting ID: 920 9870 9570
Passcode: 8iktF9

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Directors Present
C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), L. Jennings (remote), R. Hunt (remote), S. Ito (remote), T. Powers (remote)

Directors Absent
None

Directors who left before the meeting adjourned
L. Jennings

Guests Present
A. Abich (remote), L. Lira (remote), T. Stanton (remote)

I. Opening Items

A. Call the Meeting to Order
C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Mar 23, 2021 at 2:00 PM.

B. Record Attendance
L. Jennings left at 3:17 PM.

II. Public Comment

A. Public Comment
The following educator addressed the board meeting:

Jeanne-Marie DeQuiroz of the Miramar campus.

III. Finance

A. Back Office Services Request for Proposals (RFP)
D. Gidlow made a motion to authorize CEO Adriana Abich to negotiate a contract with ExEd for back office services. Total cost not to exceed consolidated payments to ExEd for similar services in fiscal year 2020-2021.
R. Hunt seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Ito	Aye
D. Gidlow	Aye
C. Garcia Alvarado	Aye
L. Jennings	Abstain
T. Powers	Aye
C. Smet	Aye
R. Hunt	Aye

B. Wells Fargo Bank CNCA Bank Account(s)

T. Powers made a motion to remove CFO Tammy Stanton as a signer on CNCA Wells Fargo accounts as of April 15th.

L. Jennings seconded the motion.

It was recommended that the Finance Committee take up the subject of having an alternate signatory solely for checks issued through CNCA's Wells Fargo accounts.

The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Aye
L. Jennings	Aye
S. Ito	Aye
T. Powers	Aye
C. Smet	Aye
D. Gidlow	Aye
R. Hunt	Aye

C. Los Angeles County Office of Education (LACOE) Certification of Signatures

L. Jennings made a motion to approve the replacement of LACOE Certification of Signatures as updated on 3/23/2021.

T. Powers seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Ito	Absent
D. Gidlow	Aye
C. Smet	Aye
L. Jennings	Aye
C. Garcia Alvarado	Aye
T. Powers	Aye
R. Hunt	Aye

IV. CEO Update

A. Resuming School Operations – April 12th

T. Powers made a motion to approve the plan to resume school operations on 4/12/2021.

D. Gidlow seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Jennings	Absent
T. Powers	Aye
R. Hunt	Aye
S. Ito	Aye
C. Garcia Alvarado	Aye
C. Smet	Aye

Roll Call

D. Gidlow   Aye

V. Closing Items

A.   Adjourn Meeting

S. Ito made a motion to adjourn the board meeting.
T. Powers seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Jennings   Absent
S. Ito   Aye
R. Hunt   Aye
C. Garcia Alvarado Aye
D. Gidlow   Aye
T. Powers   Aye
C. Smet   Aye

There being no further business to be transacted, and upon motion duly made,
seconded and approved, the meeting was adjourned at 4:22 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

Elena Lopez

Section: III. 3 New Board Member Approvals
Item: A. Elena Lopez
Purpose: Vote
Submitted by:
Related Material: Elena López - CSC Resume.pdf

ELENA LOPEZ

700 Exposition Park Drive, Los Angeles CA 90037
mobile: (213) 744-2036   email: elopez2@californiasciencecenter.org

OBJECTIVE	Contribute in the field of formal and informal science education through professional learning workshops, partnerships, curriculum developer and innovative learning strategies.

EDUCATION	Multiple Subject BCLAD Teaching Credential	*May 2009*
	California State University, Fullerton	
	Bachelor of Science, Child and Adolescent Development	*May 2006*
	California State University, Fullerton	

WORK EXPERIENCE

California Science Center, Los Angeles, CA   *May 2016– Present*
- Senior Manager of Professional Learning
  - Research and develop NGSS and EP&Cs training modules.
  - Establish long term district partnerships - teacher support and consultation.
  - Facilitate training during state and national conferences.
  - Network and support local and national partnerships
  - Consult during the development of exhibits and programs at the Science Center.
  - Comply to state frameworks and recommendations.

USC- School for Early Childhood Education, Los Angeles, CA *September 2014 - October 2015*
- Site Supervisor
  - Provide direction, guidance and support to teachers and students with daily tasks.
  - Comply with State Framework, STEM, CLASS, Title 22, NGSS and Common Core.
  - Organize and facilitate monthly teacher and parent trainings.
  - Assist and train teachers with USC lesson plan implementation.
  - Assist with grant writing in order to fund professional development trainings.
  - Collaborate with local LAUSD schools
  - Evaluate USC academic curriculum
  - Provide outreach programs to families in the community.

Lakeshore Learning Materials, Carson, CA   *April 2013- April 2014*
- Product Developer
  - Design, develop and improved elementary educational products for the 2015 catalog.
  - Work with nationwide elementary schools and teachers to develop classroom products.
  - Comply with State Framework, Common Core and Next Generation Science Standards.

California Science Center, Los Angeles, CA   *August 2009- March 2013*
- Preschool Project Manager
  - Develop informal science kits and curricula for preschool and elementary schools
  - Facilitate monthly and annual professional development trainings
  - Incorporate state and common core standards into the curriculum
  - Network and support local partnerships
  - Manage and assist grant funds in order to generate revenue and sustain informal science programs
  - Train 50 teachers in Zimbabwe, Africa (Summer 2011)

Rowland Unified School District, La Puente, CA   *September 2007- September 2009*
- Elementary Teacher (Dual Emersion)
  - Assigned long term substitute position
  - Comply with RUSD curriculum materials
  - Attend Professional Development trainings

PROFESSIONAL TRAININGS AND ASSOCIATIONS	-BCLAD Certified -NSTA Member -CSTA/CASE Member -Bilingual - Fluently speak, write and read in Spanish.

Cover Sheet

Gil Flores

Section: III. 3 New Board Member Approvals
Item: B. Gil Flores
Purpose:
Submitted by:
Related Material: Gil F Bio CNB.pdf
                          Gil_Resume.pdf

CITY NATIONAL BANK
AN RBC COMPANY

Gil Flores	Vice President
	CB-San Gabriel Valley

Gil Flores: Vice President Senior Relationship Manager Commercial Banking

626.372.2189 | gil.flores@cnb.com

Gil Flores is a Vice President, Senior Relationship Manager for City National Bank's Commercial Banking Group. In this capacity his responsibilities include acquiring and managing important revenue-generating client relationships, and delivering the highest level of client care and dedication for his clients. Gil leads a team of financial specialists who deliver credit and treasury management solutions for privately held companies with revenues ranging from $20 million to $300 million annually.

Gil is a seasoned relationship manager with over 20 years in the banking industry. He is an effective problem solver focused on delivering tailored financial solutions to growing companies. Prior to joining City National Bank, Gil was employed at Bank of America and prior to that was employed at Wells Fargo Bank.

His commercial banking experience includes proficiencies in various aspects of working capital solutions such as Revolving Lines of Credit, CRE, SBA, Equipment Finance and Asset Based Lending solutions for companies with higher levels of leverage due to industry shifts or M&A activities. Gil's experience is rounded with proficiencies in Senior Debt lending and providing capital solutions for Acquisition financing.

Gil is active in his community, volunteering at various food banks throughout Greater Los Angeles and through City National Bank is a member of the San Gabriel Valley Economic Partnership.

Gil grew up in Los Angeles near the mid-Wilshire area after emigrating as a teenager from Nicaragua. He graduated from University of Phoenix in Los Angeles, earning a Bachelor's Degree in Business-Accounting. He resides in Upland, CA with his wife and three sons.

CITY NATIONAL BANK
AN RBC COMPANY

Guillermo ("Gil") F. Flores

1787 Wilson Avenue, Upland, CA • (626) 372-2189
gil.flores@roadrunner.com

Client focused, problem solver. Committed to delivering tailored financial solutions to growing companies.

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

CITY NATIONAL BANK

Senior Vice President, Senior Relationship Manager, ***Commercial Banking Group*** – City of Industry, CA (09/17 – Present)

Commercial Banker: Serving middle market clients with revenues ranging from $**20,000,000** to **$500,000,000**.

- Leads a team of financial specialists who deliver credit and treasury management solutions for privately held companies in a newly established market.

Results:
- New Commercial loan production to achieve 198% of annual goal
- Achieved year-over-year loan growth to existing clients.
- Over $1.0M in new Non-Interest income
- Current Portfolio generates $700K+ (12 Mo.) composed of 14 credit relationships totaling $93M+ in loan outstanding and $12M in deposits.

Accomplishments:
- PPP liaison for five offices in region of coverage.
- Board member of the San Gabriel Valley Economic Partnership.
- Peer Coach for team members new to City National Bank.

BANK OF AMERICA

Vice President, Senior Relationship Manager, *Business Banking Group* – Pasadena, CA (10/12 – 08/17)

Business Banker: Serving middle market clients with revenues ranging from $5,000,000 to $50,000,000.

Results:
- Increased assigned portfolio loan volume in 2015 by providing new logo credit accommodations generating over $900K in new logo revenue in addition to exceeding overall revenue goal.
- Manage and grow a portfolio of 50 relationships with $80MM+ in outstanding loans generating $3.6MM in annual revenues.
- Earned Top Gun recognition for 4th Quarter 2014 for outstanding closed pipeline achievement.

Accomplishments:
- Member of the Latino Leadership Team ("LTT") at Bank of America. The LTT seeks to foster and improve Bank of America's brand within the Latino business community.
- Co-Chair of largest affinity group focused on team members advancement and personal brand enhancement.
- Peer Coach

WELLS FARGO BANK (08/02 –09/12)

2 | P a g e

Vice President, Relationship Manager, ***Commercial Banking Group** – West Covina, CA
(03/11 – 09/12)

Commercial Banker: Serving middle market clients with revenues ranging from $**20,000,000** to **$500,000,000**.

Managed a portfolio of 25 commercial middle market clients with over $100MM in total commitments and diverse industries including but not limited to manufacturing, food and wholesale goods distribution.

Results:
- Successful track record of income growth via cross sale of rate protection products such as swaps and credit hedges.
- Successful track records of income generation through credit accommodations and treasury management solutions.
- Increased loan outstanding by providing new credit accommodations to supplement borrower's working capital.

Vice President, Relationship Manager, ***Capital Finance Group-** Asset Based Lending* - Pasadena, CA
(06/04 – 02/11)

Asset Based Lender: Serving middle market clients with revenues ranging from $**20,000,000** to **$500,000,000**

As an Asset Based lender, I managed high leveraged credit relationships, assessed borrower's credit risk profile while also seeking opportunities for income growth via cross sale of bank product or fee income opportunities. When deemed appropriate, managed self-liquidations / foreclosures.

Duties included underwriting and recommending new credit facilities as well as underwriting borrower reviews and enhancements of existing credit accommodations. Higher risk Borrower's ongoing credit needs were assessed through close monitoring of collateral performance as well as analysis of financial trends at monthly, quarterly and annual intervals.

Results:
- Successful track record of fee income generation through credit accommodations provided to existing relationships.
- Increased loan balances by providing new credit accommodations to supplement borrower's working capital.
- Successful track record of income growth via cross sale of rate protection products such as credit hedges.
- Proven record of effective credit management and underwriting by working out of declining relationships.

Officer, Credit Analyst, ***Capital Finance Group- Asset Based Lending*** - Pasadena, CA
(03/05 –06/04)

Analyzed diverse companies and industries for credit worthiness and presented findings to senior management. Documented loan transactions and/or credit history of customers; Perform research and analysis related to a borrower's industry, collateral performance and management reports.

Officer, Senior Collateral Examiner, ***Capital Finance Group- Asset Based Lending***.
(08/02 –03/05)

Performed collateral examinations on new and existing credit relationships- Examinations were performed in order to monitor collateral performance as well as compliance with loan agreement. The examinations covered various industries ranging from manufacturing to agricultural industries including commodity-trading companies such wheat and steel.

Gil_Resume_202020
626-372-2189

3 | P a g e

EDUCATION / PROFESSIONAL DEVELOPMENT

University of Phoenix, Pasadena, CA-Bachelors of Science in Business-Accounting-2007

Continued Education Seminars:

- ✓ Loan Structuring (WFB)
- ✓ R/E Fundamentals for Commercial Lenders (WFB)
- ✓ Detecting Problem Loans (WFB)
- ✓ Cash Flow Skills (WFB)
- ✓ Bankruptcy & Workouts (WFB)
- ✓ Consultative Selling Skills (BofA)
- ✓ Board Training; (*Center for Non-Profit Management of Los Angeles)* (BofA)
- ✓ Mindset of the CEO (BofA)

PROFESIONAL ORGANIZATIONS

Board Member: San Gabriel Valley Economic Partnership.

Gil_Resume_202020
626-372-2189

Cover Sheet

Jazmin Ortega

Section: III. 3 New Board Member Approvals
Item: C. Jazmin Ortega
Purpose:
Submitted by:
Related Material: Jazmin Ortega Resume 2020.pdf

Jazmin E. Ortega

902 W Orange Grove Ave.   (909) 374-1687
Pomona, California 91768   jazminespeortega@gmail.com

Director of Fiscal Services   San Gabriel Unified School District   2019-Current
- Plan, organize, control and direct the District accounting finance and budget activities
- Prepare District budget and interim reports
- Plan, supervise and evaluate the performance of 2 Payroll Technicians, 2 Account Clerk III, and 1 Benefits Technician
- Maintain chart of accounts and provide consultation and training for 8 school sites and district administration
- Review and approve budget transfer request; maintain continuous cash flow accounts; monitor and control revenues and expenditures of all District funds
- Analyze financial data and prepare forecasts and recommendations
- Supervise and participate in the audit of the District
- Assist in the formation and development of policies and procedures related to compliance and best business practices
- Reconcile fixed assets and construction in progress accounting
- Participate on the District negotiations team

Senior Associate   CliftonLarsonAllen, LLP   January 2014-Present
- Plan, manage and perform audit, review, and compilation engagements
- Design and perform substantive analytical tests and detail tests in audits of local agencies and non-profit organizations
- Responsible for detailed testing of transactions and substantive testing
- Presentation of year-end financial statements to Board of Directors for local agencies and non-profits
- Review and evaluate internal accounting controls and make recommendations to management
- Perform single audits under Uniform Guidance
- Track and manage the data collection process
- Supervise an audit team of 1 – 10 associates
- Perform controllership services for non-profit organizations
- Assist with fraud investigations of local agencies and non-profits, including interviewing, preparing and interpreting investigative results
- Perform consulting services for local agencies and non-profits
- Assist clients in implementing standards and monitoring appropriate accounting procedures
- Prepare and review compliance filings such as 990s, individual tax returns, and form 3500
- Participate in the recruiting processes for the firm, including interviewing potential candidates
- Participate in permanent curriculum trainings to 1st and 2nd year associates
- Participated as an instructor in the ULV REACH program, teaching over 50 high school students financial concepts, including personal finance.

Payroll Clerk   P&M Management   January 2013-October 2013
Accounting Assistant   P&M Management   October 2012-January 2013

Education
Bachelor of Arts in Accounting   CSU San Bernardino, CA   June 2014

Attributes and Software Skills
- QuickBooks, PeopleSoft, Concur Solutions, Px Engagement, Creative Solutions of Accounting
- Quick, dedicated learner with strong analytical and problem solving skills
- Ability to plan, organize, manage and prioritize tasks and delegate tasks to team

Cover Sheet

SPSA for each Charter

Section: IV. Consent Agenda
Item: C. SPSA for each Charter
Purpose:
Submitted by: Esperanza Bacilio
Related Material: SPSA CNCA SY 2020-2021.pdf
                      SPSA CNCA 2 SY 2020-2021.pdf
                      SPSA CNES 3 SY 2020-2021.pdf
                      SPSA CNCA 4 SY 2020-2021.pdf
                      SPSA CNHS SY 2020-2021.pdf
                      SPSA CNHS 2 SY 2020-2021.pdf

BACKGROUND:

The Governor of California signed Executive Order N-56-20 which said during the
COVID-19 emergency there would be no LCAP. Instead schools would create the
Learning Continuity and Attendance Plan for SY 2020-2021.
CNCA uses Title I funding. Since we did not complete an LCAP, we must complete a
SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

RECOMMENDATION:

Approve

School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo Charter Academy 2	19-64733-0122861	May 3, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNCA 2 has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNCA 2 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA 2 uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At CNCA 2 during the 2020-2021 school year the student demographics consist of 97.96% Hispanic, 0.29% African American, 0.58% White, 0.44% Filipino and 0.29% Asian, 0.29% Indian/Alaskan Native, 0.15% Native Hawaiian or other Pacific Islander and 80% of the student population receive free or reduced lunch. Approximately 17% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 30.81% of current students still designated as an English Language Learner (ELL). Eighteen total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 49.85% female and 50.15% male.

CNCA 2 received $277,131 in Title I funds for the 2020-2021 school year. CNCA 2 has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA 2 completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNCA 2 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

In 2018-19, Camino Nuevo Academy #2's LCAP budgeted $2,208,148.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Academy #2 estimates that it will actually spend $2,318,421.00 for actions to increase or improve services for high needs students in 2018-19.

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNCA reviewed these expenditures with school-based stakeholders on: May 3, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result

The greatest areas of need at our school focus on continuing to better serve our sub group populations of students with disabilities and English Learners. There is a need to ensure ELL students and Students with IEPs are accessing grade-level standards and making progress year to year on the SBAC.
To address this, additional training, support, and focus on subgroups and data analysis will be necessary next year.

Performance Gaps
The LCFF Evaluation Rubrics identify English Learners as a subgroup needing additional support. CNCA #2 is taking steps to address this by:
1. Increased professional development for all staff and in particular teachers on strategies for supporting English Learners in all content areas.
2. Continued partnership with Director of Language at Home Support Office to improve program
3. Reading intervention teacher to support sub group in reading on grade level.

In addition, at CNCA 2 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

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Goal 1

Effectively Support English Learners to make language and achievement progress.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course

access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Reclassification Rate 2018-19 **18%**	**Reclassification Rate 2019-2020** 4.9% (this is without updated ELPAC scores. this number will increases once we get test results back)
ELL Achievement on SBAC 2018-19 **25% in ELA and 25% in Math**	SBAC was waived this year so we do not have SBAC data.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

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Planned Actions/services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide daily Systema c English Language Development classes for all ELL students and students who require ongoing language support. ELD teachers Systema c ELD curricular materials (kits) Release me for ELD assessment, analysis and response. Release me occurs weekly through the purchase of specialist teachers and through the purchase of subs tutes for release days. Professional development for new teachers (new teacher induction) to support development of ELD teaching skills. Development of middle school curriculum and material resources (such as Ethnic Studies resources and other culturally relevant materials) to support middle school ELD teachers. Support students in demonstra ng proficiency on the ELPAC to facilitate reclassifica on. ELPAC prepara on materials Professional Development Trackers for assessment data and monitoring unit scores Provide targeted interven on for stagnant English Learners and recent newcomers. Instruc onal aids Interven on Teachers	• Provide daily Systema c English Language Development classes for all ELL students and students who require ongoing language support. • reading intervention teacher to support with EL support for students who struggle with reading. • math intervention support for ELLs who struggle with math proficiency for grades 5th-8th. • purchased new middle school Systema c ELD curricular materials • provided Release time for training teachers (new teacher induction) to support development of ELD teaching skills. • provided targeted PD and release time in supporting students with ELPAC preparation. • provided PD for analyzing ELD unit assessment data and scoring • provided PD for analyzing data of ELL from grade level assessments for math • **Director of Language position at HSO to support language development compactly for school leadership team and compliance**	$277,131	$277,131

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Planned Actions/services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Online program to support instruc on **Add Director of Language position at HSO to support language development.** **For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Science Instruction Long Term Substitute Teacher $			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We utilize both integrated and designated approaches for supporting ELLs. We provided training for all staff on strategies to use to support EL learners. WE focused specifically on anchor charts and increasing classroom discussion opportunities. In addition, we trained specific staff in designated ELD and ensures all of our new staff were trained in our curriculum. In middle school, we introduced new units of study specific for this age group. This was all accomplished in partnership with our Director of Language.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We were able to success RFEP about 5% of students by better supporting students with reading on grade level. Once ELPAC scores are released we predict more students will RFEP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We used funds as expected.

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Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While our RFEP rate continues to be strong, the amount of students who are ELL still struggle to increase proficiency on the SBAC. this will continued to be a focus as we move into next year.

Goal 2

CNCA #2 will effectively prepare students in meeting the rigor of grade level expectations to increase college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course

access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA SBAC meet/exceed 2018-19 **50%** Math SBAC meet/exceed 2018-19 **45%** SBAC NGSS meet/exceed 2018-19 **Baseline +5%** Increase K-8 Reading on grade level 2018-19 **65%** Increase K-8 Students who make adequate growth reading on grade level 2018-19 **60%**	Current Reading Level Data as of Feb. 1st, 2020 showed 51% of students reaching on grade level.

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Expected	Actual
	SBC was waived this year so we do not have SBAC data. We administered internal state aligned assessments called IAB (Interim assessment blocks). Here is a snapshot of some data results from a December administration: Results for 3rd grade showed that 38% of 3rd graders were performing above standards with editing skills and 45% were performing near standard. Another snap shot in 4th grade showed that 14% of 4th graders were performing above standards with informational reading skills and 53% were performing near standard. A final snap shot in 8th grade showed that 10% of 8th graders were performing above standards with an ELA performance task and 57% were performing near standard.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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Maximize special education instruction to support students with IEPs. Students with IEPs will be strategically clustered to maximize special education supports Provide necessary CCSS aligned curriculum Purchase CCSS aligned instructional materials Smarter Balanced aligned preparation materials Release time to analyze CCSS-benchmark assessments One full-time STEM teacher Purchase of science materials and curriculum for Next Gen Science Standards Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards Intervention teachers Intervention Specialist Online intervention programs aligned to core grade level standards Ensure student access to technology necessary to access online assessments Student laptops, desktops, and/or tablets Technology coordinator Technology teacher Programs to facilitate	• Release time was provided to teachers as needed to analyze instructional resources to become experts with grade level standards. • science curriculum was purchased after 3 grade levels piloted different curriculum • An additional part time intervention teachers solely for middle school was hired. • Phonics curriculum in K-2 was purchased to support student's foundational reading needs. • 5th-8th grade math intervention was provided at least 3 days a week to students who were far below grade level. • Offered after school tutoring for reading for 1st grade and 7th and 8th grade. • Increase access to technology by purchasing 150 additional chromebooks. • Trained staff in using Illuminate data system to access data faster and in comparison with other data points. • provided stipend for 5 teacher leaders to support whole school professional development. • provided stipend for 1 teacher to support new staff working with special education • staffed 5 teacher assistants to support	$277,131	$277,131

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ongoing, online assessment (Illuminate, etc.) Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time. Phonics curriculum Word study curriculum Professional Development for teachers After-school intervention Summer School Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language use. Provide professional development to support teachers execute on rigorous, standards-based instruction within our instructional frameworks. Instructional leader position for teachers to support high quality standards instruction Assistant Principal of Instruction position Professional development in College Preparatory Math Professional development in Cognitively Guided Instruction of Mathematics Professional development in Reading and	with small group and targeted instruction. • trained teachers in teachers college units of study phonics workshop and dyslexia to better support students with special needs • trained teachers in CPM math curriculum.		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school year started with teachers analyzing school wide data to create specific goals for their grade. Professional development was provided every Thursday to support teachers in reaching the rigor of the common core. Teaches meet 2 times per week in grade level meetings to plan ELA and math instruction in collaboration. Alignment in standards based instruction using aligned curriculum was effectively utilized.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[In the middle of the school year we noticed only about 51% of students were reading on grade level. We made a shift to hire a part time reading intervention teacher and aligned on small group instruction to meet the needs of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[no differences.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This goal is noted on the new LCAP as it continues to be an area of focus for our school.

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Goal 3

CNCA #2 will provide students with a comprehensive program that includes opportunities both in and out of the classroom to help students feel part of a caring and supportive community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course

access

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Local Priorities:

Annual Measurable Outcomes

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Expected   **Actual**

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Attendance Rate 2018-19

95%

Decrease chronic absenteism rate2018-19

6%

Student Suspension Rate 2018-19

2.5%

Percent of teachers who believe

PD supports their growth as a

teacher

2018-19

85%

Percent of teachers who believe

they have some or more input

into school decisions

2018-19

75%

Percent of parents who self

report they participate in a

college readiness event or

workshop

2018-19

85%

Percent of parents who self

report that the school ensures a

safe climate

2018-19

85%

Percent of parents who

self-report they feel welcome in

the school.

2018-19

85%

Percent of students who feel like

they have a positive relationship

with their teacher.

2018-19

Baseline +10%

Attendance Rate 2019-2020:

95.6%

Decrease chronic absenteism rate: 19-20

12.6%

Student Suspension Rate 2019-20

1.2%

Percent of teachers who believe

PD supports their growth as a

Teacher 19-20

41%

Percent of teachers who believe

they have some or more input

into school decisions

19-20

30%

Percent of parents who self

report they participate in a

college readiness event or

workshop

2019-2020

70%

Percent of parents who self

report that the school ensures a

safe climate

2019-20

75%

Percent of parents who

self-report they feel welcome in

the school.

19-20 80%

Percent of students who feel like

they have a positive relationship

with their teacher. 80% 19-20

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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Professional Development			
Develop support structures for struggling and/or disengaged students Advisory curriculum Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) Counselors PD for teachers and staff on Positive Behavior Supports and Restorative Practices School-wide community building activities Elementary and Middle School Deans of Culture Teaching assistant dedicated to support the work of the Dean of Culture Technology to track and monitor data related to student engagement (e.g., Schoolzilla) Mental health counselors Contracted services for mental health providers. Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination. Attendance incentives Class trips Merit Day/Funtastic Friday activities and awards	• hired an assistant principal of student services to lead school culture • parented with LAFC, Eye to Eye, 9 Dots Coding program • Expanded our YOLA music program and partnership • partnered with Think Together after school program • Partnered with SRLA and Breezy foundation • Hired a culture coordinator to support with school wide culture initiatives. • Continued to staff a mental health therapist and student family service coordinator • provided school wide professional development in creating trauma sensitive classrooms • Brought history mobile museum on campus for middle school • Partnered with Growth Mindest yo yo program to provide 3-5th grade with assemblies. • provided bi-weekly parent workshops • provided behavior analysis and intervention PD to staff • led grade level assemblies every quarter and hosted end of quarter celebrations for students who met culture goals • provided 9 students with individual behavioral interventionists • created lions PAW culture initiative for K-5 and 6-8 Deans list system for middle school. • provided stipend for 5 teachers to lead monthly PD focus on trauma sensitive classrooms, inclusion practices, strategies to support diverse learned, embedding tech in the classroom and arts integration	0	0

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School dances Facility rentals (school dances, field days, culmination, etc.) Partner with outside agencies to provide extracurricular opportunities. Sports programs Arts & Music programs After School Program Ensure students safety and appropriate supervision. Campus aides Security costs SPED Teacher Assistants for students with moderate to severe disabilities Provide services to support students social and emotional development. Counseling and mental health resources School-wide assemblies Professional development for Advisory teachers in advisory framework Counseling and mental health resources School-wide assemblies Professional development			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

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Describe the overall implementation of the actions/services to achieve the articulated goal.

Majority of actions and services were met. Beginning of year parent and staff meetings were held to identify needs at a school. New initiatives were completed to increase student culture initiatives and YOLA program continued to expand to more students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance rates and chronic absenteeism rates maintained high levels of consistency as well as low suspension rate. Deans list and lions paw initiatives need more time to measure effectiveness as they were started late in the school year. Parent involvement and parent satisfaction were the strongest area to celebrate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[no major differences.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

[This is an area that will continue to be a focus with new goals. Supporting the whole child and providing opportunities beyond academics is a must for our community. Mental health supports and parent services will continue to be areas of focus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 277,131

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DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 277,131

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$33,762
Title III	$25,854
Title IV	$20,868

Subtotal of additional federal funds included for this school: $ 80, 484

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

~~Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.~~

~~Purpose~~

~~Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)~~

~~Description~~

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

 A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

  1. The comprehensive needs assessment of the entire school shall:

   a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

   b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

    i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

    ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

 B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

            ii. increase the amount and quality of learning time, and

            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

            i. strategies to improve students' skills outside the academic subject areas;

            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

~~Comprehensive Support and Improvement~~

~~The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).~~

~~The CSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);~~

2. ~~Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);~~

3. ~~Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~

4. ~~Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).~~

~~Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.~~

~~Targeted Support and Improvement~~

~~In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).~~

~~The TSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~

2. ~~Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)~~

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo Charter Academy 4	1964733-0124826	April 26, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNCA 4 has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNCA 4 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA 4 uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Camino Nuevo Charter Academy #4 during the 2020-2021 school year the school's demographics consist of 92.98% Hispanic, 0.33% African American, 1.17% White, 1.51% Filipino and 0% Asian, 3.18% American Indian/Alaskan Native, %.17 Native Hawiian/Other Pacific Islander, 0.50% Multiple, 0.17% Missing and 76.25% of the student population receive free or reduced lunch. Approximately 15.55% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 31.27% of current students still designated as an English Language Learner (ELL). 24 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 47.32% female and 52.68% male.

CNCA 4 received $259,000 in Title I funds for the 2020-2021 school year. CNCA 4 has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA 4 completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

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Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNCA 4 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

Part of the presented information was the budget overview for parents. The budget overview included an overview of the usage of Title I funds. These are the $1,438,671.12 in federal funding referenced below. Of that amount, $259,000 are Title I funds.

The total revenue projected for Camino Nuevo Charter Academy #4 is $8,766,054.37, of which $6,604,776.48 is Local Control Funding Formula (LCFF) funds, $243,594.33 is other state funds, $479,012.44 is local funds, and $1,438,671.12 is federal funds. Of the $1,438,671.12 in federal funds, $911,251.00 are federal CARES Act funds. Of the $6,604,776.48 in LCFF Funds, $1,660,193.26 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNCA 4 reviewed these expenditures with school-based stakeholders on: April 26, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the identified needs at the end of the 2019-2020 school year, during 2020-2021 we have continued to invest and support teachers with planning rigorous and targeted lessons and providing PD to address our key priority areas which include English Language Development instruction, writing, and mathematics instruction.

These continue to be areas of need in addition to reading instruction and improving school culture. Our greatest area of need is Math, particularly in grades K-5. The school will be adopting a new math curriculum for the 2019-2020 school year but began the transition this year by piloting the program in grades 2-4th grade and beginning teacher training in preparation for next year.

According to LCFF rubrics the areas of need where we can improve on includes chronic absenteeism and math as these were the areas where we scored in the orange. We have made these an area of focus and our school strategic plan outlines supports to increase attendance as well as math performance as measured by the SBAC. Because we dropped 16.6 points in this area we believe the adoption of the new math program, Bridges, will help create cohesion and alignment across math instruction in K-5.

Students in SPED (SBAC & reading data) continue to perform two or more levels below all student performance. While 61% (57% in 2017) of all students were reading on above grade level at the end of quarter 2, students in special education had a proficiency rate of 39% on or above grade level. While this is an increase from last year (25%), SWD are still are most underperforming sub group. Our plan to address these gaps includes: an increase in classroom co-teaching, as well as the addition of another RSP teacher to the K-5 team, increased sped PD for general education teachers focused on how to create successful co-teaching plans and actions in in order to better support the learning needs of students in special education.

According to LCFF rubrics the areas of need where we can improve on includes attendance, ELA and Math. These areas were rated as orange with ELA being yellow. While we made growth in ELA we are still not in the

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green. We have made these an area of focus and our school strategic plan outlines supports to continue to increase ELA (in particular writing), math and school attendance (as measured by chronic absenteeism rates).

In addition, at CNCA 4 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Effectively support English Language Learners to make adequate progress in acquiring English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
ELD level advancement 52.5% (210) of student students moved up an ELD level in the beginning of the 2016-17 academic year. 66.5% (266) of students are on track to meet ELD benchmark to move up a level in May 2017. 2019-20 68% of English Language Learners will grow 1 ELD class level in 2019-20	Due to COVID, we were not able to complete assessments and for ELD unit 4 and 5 which are needed to determine moving ELD levels. Due to this, final ELD level data for 2019-20 could not be determined.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Provide daily Systematic English Language Development classes for all ELL students and students who require ongoing language support ELD teachers Professional Development Release time for ELD assessment, analysis and response	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Provided daily Systematic English Language Development classes for all ELL students and students who require ongoing language support ELD teachers Professional Development Provided release time for ELD assessment, analysis and planning instruction including quarterly PDs on Sept 26, Nov 14 and Jan 16th.	$259,000	$259,000
ACTION 2			

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For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. Professional development around ELPAC and ELD instruction Provide targeted intervention for stagnant English Learners and recent newcomers. Instructional aids to support language Development Newcomer supports - Online tools and a newcomer ELD class	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Provided professional development around ELPAC and ELD instruction on: - o Sept. 26, 2019 Systematic ELD PD (teachers) - o Analyze Unit 1 and plan for Unit - o 2 Re-roster students that move ELD level after Unit 1 - o Jan 9, 2020: IA training for speaking sections (IAs) - o Jan 16, 2020: ELPAC Prep PD (teachers) - o Jan. 28, 2020: Annual ELPAC Logistics Training (whole group testing) (teachers) - o January 30, 2019: Summative ELPAC IA training part 2 (focus on computerized ELPAC) (IAs) - o March 26, 2020 (scheduled): Systematic ELD To analyze data and plan for the next unit focusing on students that may need an extra push on Unit 5 (teachers)		

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Provided targeted intervention for stagnant English Learners and recent newcomers. Used Instructional aids to support language development including the hiring of a bilingual aid in 6-8th to support an increase in the arrival of new comer students in those grade this year. Newcomer supports - Online tools were purchased including Rosetta Stone, Achieve 3000, NewsELA, Freckle and BrainPop. We also added a new comer ELD class		

Action 3

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For Actions/Services included as

contributing to meeting Increased or

Improved Services Requirement

Students to be Served: English

Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Provide targeted intervention for stagnant English Learners and recent newcomers.

Instructional aids

Online program to support instruction

CNCA #4has a facilities maintenance

plan and school facilities maintenance and improvements are guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.

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

For Actions/Services included as

contributing to meeting Increased or

Improved Services Requirement

Students to be Served: English

Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Provided targeted intervention for stagnant English Learners and recent newcomers.

Instructional aids supported English development including the hiring of an additional bilingual IA to support new comers in grades 6-8.

Used several online programs to support instruction including Rosetta Stone, Achieve 3000, NewsELA, Freckle and BrainPop.

CNCA #4 used a facilities maintenance plan and school facilities maintenance and improvements were guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager worked with the Facilities Director to ensure safe and clean facilities to support the educational program.

We provided weekly professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state

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Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science) School leadership, Human Resources and the Talent Department ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.	content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science) We provided necessary standards aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science) including the purchasing of a new math curriculum Bridges for grades TK-5. School leadership, Human Resources and the Talent Department ensured that all teachers have the correct credential to teach general ed, special ed, and EL students.		

Action 4

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Effectively support parents of English language learners to make adequate progress in acquiring English by having parent workshops to teach parents about ELD instruction, ELPAC testing and Reclassification.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide We support parents of English language learners to make adequate progress in acquiring English by having parent workshops to teach parents about ELD instruction, ELPAC testing and Reclassification on the following dates: Nov 13 ELD supports in Math workshop Jan 27th ELPAC workshop for parents		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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This year we had separate PD for both new implementers of our ELD curriculum and those continuing. New implementers has PDs in the summer for a total of 5 additional trainings for which teachers had sub release to ensure job embedded professional development; this helped us to ensure that all ELD teachers are trained in and are familiar with the curriculum. In professional development meetings teachers participated in PD where they shared best practices in ELD. Additionally, at the end of each unit assessment, teachers were again provided time to analyze their data. This helped teachers to identify trends, instructional best practices, and use the data to backwards plan the next unit to better target student instructional needs. The Principal and APs engaged in a walk through protocol throughout the year to provide teachers with feedback in order to better support ELLs and to gather trends so that decisions could be made regarding supporting all teachers in professional development. Instructional leaders also held data meetings to help teachers select focus students and plan interventions accordingly. During these data meetings teachers analyzed a spreadsheet with data for all English Learners in their class including their reading levels and scores from both IABs and ICAs in order to determine how best o supports their ELLs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The leadership team and the home support office team met monthly his year to discuss school academic data and especially focused on supporting ELs and SWD still in ELD. Classroom observations included focusing on the ELs and noticing their participation and understanding of the lesson. Feedback was given to teachers about their ELs during both the monthly school walks and also from their instructional coach observing weekly.

To support the increase in new commers in the 6-8th grades, the school principal took on teaching an ELD class to target this group and included struggling ELs in middle school based on their ELD assessments, ELPAC/CELDT historical test records and reading levels. The principal took on this class herself because she is a certified EL Achieve curriculum trainer and also to model for other ELD teachers the best practices she has learned over the years at the ELD symposiums. As a result of these actions taken, ELD teachers reported having a clearer focus of language targets based on both coaching, observation feedback and the EL focus tracker that was created to support the development of ELs this year.

The total number of students who reclassified and ELs who moved ELD levels is not yet complete as of March 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In goal 1 we planned to spend $189.499 on staff supporting ELLs directly including ELD teacher salary and Assistant Principal salaries and benefits as well as $17,700 on books and supplies including accounts for EL students on online learning site Freckle. We were able to spend these amounts to support ELD instruction as planned. We also added a bilingual instructional IA who supported new commers and English learners in grades 6-8 who were not showing standards mastery based on IAB data.

In Goal 2 we also stated that we would target stagnant ELs and we did this by investing in a variety of online tools including Freckle, Rosetta Stone, Lexia, Achieve3000, ST Math and Reading AtoZ.

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Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Based on our CA dashboard, only 36% of ELs had made progress towards EL proficiency. In order to be in the very high progressing status on the dashboard our students needed to reach 65%. Although our data is inconclusive due to COVID, our school goal and efforts were aligned in order to reach a satisfactory metric on the dashboard.

Goal 2

Increase SBAC Proficiency (Math & ELA)

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
SBAC achievement results in ELA 2019-20 70% of students will score at or above standard on the ELA SBA. 28% of ELLs will score at or above standard. 71% of RFEPs will score at or above standard. 20% of SWDs will score at or above standard.	Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.
SBAC achievement results in Mathematics 2019-20 65% of students will score at or above standard on the Math SBA. 27% of ELLs will score at or above standard. 60% of RFEPs will score at or above standard. 15% of SWDs will score at or above standard.	Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Summer school Intervention	Students Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Summer school Intervention was held for all grades.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Support parents in helping their students increase SBAC proficiency in ELA and Math by providing ELA, Math and SBAC test prep workshops including how to read and understand your child's SBAC results.	Supported parents in helping their students increase SBAC proficiency in ELA and Math by providing ELA, Math and SBAC test prep workshops including how to read and understand your child's SBAC results. These workshops were held on 9/19 9/24 10/22 1/15		

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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.	PD held for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. These were held every other Thursday so that each month there was a PD focused on math improvement and one on ELA.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The use of student data software to track both academic data as well as attendance and behavior. Tools include Schoolzilla, Kickboard and CPM online tools for teachers.	This year we used student data software to track both academic data as well as attendance and behavior. Tools include Schoolzilla, Kickboard and CPM online tools for teachers. Additionally we used Powerschool to track grades and attendance and added the use of Freckle and STMath to give online assessments and intervention that provided valuable data for teachers to make instructional choices for students.		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In our all staff and teacher professional development this year, teachers and instructional support staff were presented with the previous year's SBAC, ELPAC, ICA, IAB and reading level data and given opportunities to study the school's achievement. We also reviewed our California Dashboard and discussed school wide goals for both ELA and Math. Teachers also participated in quarterly data meeting with the principal and assistant principals in order to analyze their student achievement data each quarter. This allowed teachers to identify student needs and plan for differentiating instruction throughout the school year. CNCA #4 also uses illuminate and Schoolzilla for leaders and teachers track all academic data including math benchmarks, ELD unit assessments and reading assessments. Additionally, we created internal measures to track and monitor writing progress and upload results to illuminate as well. This allows all staff to track individual student data over time and helps teachers pinpoint any students who may need additional supports based on data from previous teachers and assessments. This also allowed us to share our data with district leads and across CNCA campuses in order to learn and improve best practices. In order to track ongoing student progress our teachers use a variety of assessment strategies in all academic areas to monitor progress toward academic standards and program goals. In literacy, all literacy teachers administer the Teacher's College Reading and Writing Project's formal running records (English) three times a year to track reading levels over time. In addition to authentic reading data, our teachers also administered two Interim Assessment Blocks to monitor progress toward standards mastery in both ELA and Math. The IAB and ICA assessments are selected according to their relevance to the standards taught that quarter. Teachers were given PD time to analyze student data in order to inform classroom instruction and instructional differentiation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student achievement in math improved from unit 1 Bridges assessment to unit 7 (most grade levels were able to complete unit 7 before COVID) in all grades. Based on the IAB data collected in grades 3-8 from Aug- Dec, teachers were able to select student for intervention and launched small group instruction for SBAC prep Jan – March with the support of IAs and co-teachers. The use of Freckle, ST Math and Achieve allowed for teachers to conduct small group instruction and rotate groups between targeted instruction and independent learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lack of RSP teacher hiring pool, 2 RSP positions remained unfilled all school year. Although in the budget, a candidate was not hired to fill these roles.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Our California Dashboard highlights math as an area of need at our site. While we have performed better in ELA than math, neither area are ranked in green yet on our dashboard and thus are an area of focus aligning these goals to the areas of need on our dashboard.

Goal 3

School Culture and Climate

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State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Suspension rate will be available 2019-20 The school's suspension rate will be no more than 2% 93% of students report that the school has a positive culture.	School suspension rate for 2019-20 was 1.8% meeting our goal. In the winter 89% of students reported a positive school culture.

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Expected	Actual
Student engagement as of May 2017 Perfect 22% Proficient 34% Basic 32% Chronically Absent 12% 2019-20 80% of students will have proficient attendance 80% of ELLs will have proficient attendance 80% of RFEP students will have proficient attendance 80% of SWDs will have proficient attendance o Chronic absence rate will decrease to 5% Chronic absence rate among ELLs will decrease to 5% Chronic absence rate among RFEP students will decrease to 5% Chronic absence rate among SWDs will decrease to 5%	95% students had proficient attendance 95% of ELLs had proficient attendance 96% of RFEP students had proficient attendance 93% of SWDs had proficient attendance Chronic absence rate decreased by 2% and moved from 15% to 13%
Attendance Rate 2019-20 96%	Attendance Rate 2019-20 Actual was 95%
Expulsion – Maintain a 0% expulsion rate 2019-20 0%	Expulsion – Maintain a 0% expulsion rate 2019-20 0%
Middle School Dropout Rate 2019-20 0%	Middle School Dropout Rate 2019-20 0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools ○ Dean of Culture ○ Campus Aides ○ School-wide community building activities ○ School-wide professional development on community building, restorative dialogue, and restorative consequences (i.e. alternatives to suspensions) through partnership with the California Conference for Equity and Justice.	Students Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools ○ Dean of Culture is now AP of student services ○ Campus Aides ○ School-wide community building activities School-wide professional development was provided quarterly and included a focus on community building, restorative dialogue, and restorative consequences (i.e. alternatives to suspensions) through partnership with the California Conference for Equity and Justice. In addition to this we held the following school wide-community events: • Resource Fair/ Back to school night 9/11/19 • Fall Festival 10/31/19 • Echo Park Holiday Parade 12/14/19 • Parent Book Club Celebration 1/21/20 • International Fair 2/14/20		

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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income
Scope of Service: LEA-wide
Location: All Schools

Counseling and mental health resources | Had a full time mental health counselor who served 123 students. Our counselor also over saw 3 interns from USC who also supported student mental health.
Partnered with Didi Hersch and GRYD to support student and family mental health needs.
PD from the teaching well for all staff to support staff mental health and wellness. | | |

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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools o Direct services for chronically absent student o Attendance monitoring and data collection on individual students with less than proficient attendance o Quarterly student success team meetings for students with less than proficient attendance during the quarter o Home visits by Student and Family Services Coordinator	o Direct services for chronically absent student → Parent workshops for chronic absent families. Partnered with DidiHersh and GRYD to provide additional resources, parent classes and in home supports. o Attendance monitoring and data collection on individual students with less than proficient attendance→ this was done weekly and captured on an attendance tracker. Shared with office team at weekly attendance team meetings. o Quarterly student success team meetings for students with less than proficient attendance during the quarter → Held Attendance SSTs and created individual support plans for students with chronic absences (17 SSTs held between nov and feb Home visits by Student and Family Services Coordinator (23 home visits were done between Aug and Feb)		

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Action 4

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Parents will be made partners in the improvement of school culture and climate by encouraging them to participate in school wide events as well as school committees such as ELAC, SBC, School Culture Committee, School Wellness Committee and parent ambassador programs.	Monthly school events and included parents were held. Listed as follows: • Resource Fair/ Back to school night 9/11/19 • Fall Festival 10/31/19 • Book Fair – Nov 2019 • Echo Park Holiday Parade 12/14/19 • Parent Book Club Celebration 1/21/20 • International Fair 2/14/20 Additionally, weekly parent workshops were offered based on parent survey needs and topics parents requested. ELAC, SBC, School Culture Committee, School Wellness Committee and parent ambassador programs held monthly meetings (Sept -Feb) *ELAC and SBC met via zoom during COVID months		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Daily monitoring of attendance included weekly tracking of both teacher accuracy in taking attendance and what time students arrived at school. Both an attendance monitoring team and a mental health and wellness team was created to track student progress and needs. Meetings were held weekly for both teams with school admin attending both. Personal phone calls, meetings, visits and supports were put in place for students who needed to improve attendance or was in need of a mental health or wellness support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In particular, because of staffing the above positions, CNCA #4 was able to continue to operate in a way that meets the needs of students with significant challenges in their background due to poverty and other traumas. Being able to provide mental health

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supports, have an AP of student services and a parent coordinator allowed for a decrease in suspension rates and zero expulsions. In addition, our attendance rates improved and we had a drop in chronic absenteeism by 3%. Using suspension as a last resort, or only as a way to create necessary space between those harmed and those who caused harm, we are able to support students in the classroom and in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

According to our California Dashboard, Chronic absenteeism is an area of focus for our school and one we should be working to improve. By having a goal to target student pupil engagement and attendance we are in line with the areas of need identified by the state. Our efforts resulted in improvement of attendance and a decrease in chronic absences.

Goal 4

Improve literacy instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: [Add Local Priorities Here]

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Annual Measurable Outcomes

Expected	Actual
Percentage of students reading on or above grade level as measured by the Teachers College Reading/Writing Project Assessment (TCRWP). Performance data will be available mid June 2020 2019-20 85% of all students will read on grade level by the end of 2019-20 70% of ELLs will read on grade level by the end of 2019-20 87% of RFEPs will read on grade level by the end of 2019-20 55% of SWDs will read on grade level by the end of 2019-20	Due to Covid19, end of the year reading levels were not collected. Reading levels below capture our progress at the mid-year point: 72% of all students were reading on grade level

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement
 	
Students to be Served: English Learners, Foster Youth, Low Income
Scope of Service: LEA-wide
Location: All Schools
 	
Provide high quality daily literacy instruction by:
  o Providing teachers with CCSS-aligned curricula such as Readers and Writers Workshop and Enchanted Learning (Engage NY)
  o Providing teachers with site-based and external professional development on best practices related to CCSS literacy instruction
  o Provide students with plenty of high quality literature at their instructional and independent levels
	Provided high quality daily literacy instruction by:
	  o Teachers were provided with CCSS-aligned curricula such as Readers and Writers Workshop and Engage New York.
	  o Teachers were provided with site-based and external professional development on best practices related to CCSS literacy instruction
	Provided students with plenty of high quality literature at their instructional and independent levels.
	  • Teachers attended bilingual literacy conference (NABE) and teachers college.		

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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools ○ PD for teachers to support struggling readers ○ Intervention materials (LLI, Seeing Stars phonics) ○ Instructional aids	The following was provided for staff and students ○ PD for teachers to support struggling readers (October, Dec, Jan) lead by assistant principal ○ Intervention materials (LLI, Seeing Stars phonics, Freckle, Lexia, Reading AtoZ) ○ Instructional aids supervised by APs		

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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Parents will be included in our efforts to improve literacy instruction by providing parent workshops on literacy lessons, reading levels, reading intervention activities and holding a literacy night for parents to get ideas on how to support literacy school wide.	Parent workshops on literacy and tools to help support student learning were held on the following dates: • 9/19/19 • 10/10/19 • 11/14/19 • 1/23/20 • 2/20/20		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

By planning trainings for both teachers and parents to support the literacy for students we were able to improve the instruction and support of student learning both in the classroom and at school. Reading activities throughout the school year and our annual bookfair also supported student engagement in literacy. Parents were also supported with their own love of reading and literacy skills by participating in our parent book club. Having additional staffing in the classroom with TAs added to our ability to be able to teach students in small groups, differentiate instruction and support common reading level book clubs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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While we were not able to assess a final reading level for students due to COVID, we saw growth in overall % of students reading on grade level from end of year 2019 to mid year 2019/20. We also saw in parent and teacher survey results that they felt more confident to teach literacy to students after the PDs and workshops and also appreciated the investment in online student platforms that improve literacy such as Freckle< achieve, Rosetta stone and Lexia.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club. Also a TA to support middle school students who were new comers was added because we had 5 new comer students this school year in grades 6-8.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This is an area that the CA dashboard reflects as improving by 7% but still an area of need. Our goal aligns to the dashboard as we try to move our ELA student progress from yellow to green. By focusing on improving teacher practice and parent understanding of ELA we were able to see student achievement in several grade levels. Although we did not take final assessments we will use beginning of year data to continue to support improvement in this area.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$259,000
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$259,000

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Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$29,605
Title III	$22,880
Title IV	$19,852

Subtotal of additional federal funds included for this school: $72,337

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.   The comprehensive needs assessment of the entire school shall:

a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i.   strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i.   strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo Charter Academy	19-64733-6117667	May 3, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNCA has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNCA did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Camino Nuevo Charter Academy during the 2020-2021 school year the school's demographics consist of 98.44% Hispanic, 0% African American, 0% White, 0% Filipino and 0% Asian, and 100% of the student population receive free or reduced lunch. Approximately 14.56% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 52% of current students still designated as an English Language Learner (ELL). 15 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 50.09% female and 49.91% male.

CNCA received $310,690 in Title I funds for the 2020-2021 school year. CNCA has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNCA 4 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

Part of the presented information was the budget overview for parents. The budget overview included an overview of the usage of Title I funds. These are the $1,438,671.12 in federal funding referenced below. Of that amount, $310,690 are Title I funds.

The total revenue projected for Camino Nuevo Charter Academy is $8,056,210.63, of which $5,864,320.59 is Local Control Funding Formula (LCFF), $761,482.90 is other state funds, $527,205.49 is local funds, and $903,201.64 is federal funds. Of the $5,864,320.59 in LCFF Funds, $1,495,948.89 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNCA reviewed these expenditures with school-based stakeholders on: May 3, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Over the past two years, the performance levels for all students on three of the state indicators are currently in the orange or red performance

categories: English Learner Progress, English Language Arts, and Mathematics. To support our work in increasing our English Learner Progress, we have made a stronger investment in the implementation of our Systematic ELD program this year, a program we use for our designated ELD instructional time. We believe that a stronger focus on our designated ELD instructional time will help students have greater access to the core curriculum. Our focus in the next three years will be to build greater support for integrated ELD instruction within the core subjects, building language objectives for every lesson and supporting more students in accessing the core content. Our reclassification rate in 2015-16 was 6.4%, and in 2016-2017, it was 5.2%. In the last school year, 2017-2018, we worked very hard to increase the reclassification rate and saw a rate of 19.7%. We believe we are on the right path to continue with this success.

To support our work in both English Language Arts and Math, we have developed a multi-year strategic plan that will create a greater emphasis on developing core instructional practices in all classrooms. In ELA, the focus will start with creating an environment in every classroom that supports reading and writing growth. This will include leveled libraries that promote reading choice and growth, as well as anchor charts that support readers and writers with specific strategies to improve their skills. We then move our focus to developing instructional strategies that support all learners, from our most struggling readers and writers, to our strongest readers and writers. Our hope through the 5 years is to develop greater coherence in

implementing our instructional model across all classrooms, K-8.

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In mathematics, we have already made great strides and have developed a multi-year strategy to accelerate student learning in mathematics, and ultimately, student achievement. The year of 2018-2019 was the first year of having standards-aligned and vetted curriculum across all of our grades. We are in our second year of implementation of our 6-8 mathematics curriculum, College Preparatory Mathematics (CPM), and in grades K-5 we are in our first year of implementation of the Bridges mathematics curriculum. This is our first step in ensuring students are experiencing rigorous, grade-level aligned and relevant math instruction.

The following shows our multi-year foci to ensure accelerated growth in Mathematics and ELA instruction and learning:

Adopt standards-aligned Mathematics and ELA curriculum

We adopted two separate standards-aligned mathematics curriculum for grades K-5 and 6-8

100% of K-5 Mathematics teachers received training on implementation of new curriculum during the 18-19 school-year

School leadership and teachers collaboratively developed intellectual preparation process to adapt and supplement balance literacy curriculum to ensure alignment to standard and weaving in text complexity

Plan to adopt standards-aligned curriculum for grades 6-8 ELA in year 19-20

Deepen teacher content knowledge by engaging in regular intellectual preparation cycles 100% of K-8 Mathematics teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

100% of 4-8 ELA teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, analyzing complexity of texts being used, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

School leadership facilitated 8 professional development sessions aimed around building teachers standards knowledge and alignment to the aspects of rigor of the standards in Math and ELA 14 teachers attended external professional development aimed to strengthen instruction and standards-aligned planning during the 18-19 school year

Plan for deepen teacher's standard knowledge around coherence in ELA and Math for future years

Plan to focus on deepening teacher's knowledge of grade-level text complexity in ELA for future years

Progress Monitor Student Learning and Instruction by Creating Clear Systems Around Data-Driven Instruction Cycles

Systems were created for teachers to collect and analyze student data and work from weekly formative assessments during the 18-19

school year

Schedule, designed, and facilitated three separate data-days without students to allow teachers to dive deep in to benchmark and

interim assessments and plan corrective instruction for next quarter

Plan to strengthen teacher's ability to create effective formative assessments and provide targeted student feedback on student work

in future years

Plan to create systems and visions for student work expectations and analysis

Strengthen Teacher Questioning and Student Discourse

Plan to deepen teacher knowledge about best practices with questioning and question-types

Plan to strengthen teacher skill in developing student-driven lessons and conversations

Adapt and Supplement Mathematics and ELA Curriculum to Ensure Math Learning is Culturally and Developmentally Relevant

7 teachers participated in Ethnic Studies Initiative in 18-19 school year

Plan to incorporate a social justice, anti-racist, and culturally relevant lens into the intellectual preparation cycles

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Overall, we have a laser-focus on the need to strengthen instruction in all areas by all teachers deeply internalize the demands of standards and complexities of grade-level content. By strengthening the expertise of the adults on our team, we believe this will be the foundation that will allow us to focus fully on instructional decisions, data-driven instruction, and student discourse in all classrooms. We are confident that student achievement and evidence of student learning will continue to accelerate and improve.

Performance Gaps

State Indicator for Which Performance for Student Group Was Two or More Performance Levels Below "All Student Performance"

ELA

Current we have no student groups who are two or more performance levels below the "all student" performance of Orange. Regardless, we continue to take strides to deepen content knowledge through systematic and school-wide intellectual preparation, improve instructional decisions, and effectively progress monitor through effective data collective and analysis systems and expectations

MATH

Current we have no student groups who are two or more performance levels below the "all student" performance of Orange. Regardless, we continue to take strides to deepen content knowledge through systematic and school-wide intellectual preparation, improve instructional decisions, and effectively progress monitor through effective data collective and analysis systems and expectations

In addition, at CNCA 4 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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Annual Measurable Outcomes

Expected	Actual
Increase the SBAC ELA proficiency rate (Students scoring in Levels 3 and 4) to 40% 2018-2019 The SBAC ELA proficiency rate in June 2018 will be 40%	**Overall SBAC Proficiency in SBAC ELA in June 2018** was 44% Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase the SBAC Math proficiency rate (Students scoring in Levels 3 and 4) to 35%	**The SBAC Math proficiency rate in June 2018** was 49% Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase the number of Highly Qualified Teachers on staff 2018-19 The number of highly qualified teachers on staff will be 25 out of 29.	**The number of highly qualified teachers on staff is currently 26 out of 29.**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools - Kinder - 5th grade teachers will be trained in Balanced Literacy components by the Assistant Principal of Literacy and Language and through outside professional developments. 6th - 8th grade teachers will continue to implement a new Humanities curriculum - Kinder - 5th grade teachers will implement a new mathematics curriculum (Bridges) - The school will continue to develop a school-wide focus on biliteracy through contests and initiatives	$310,690	$310,690

Goal Analysis

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

> We were able to implement all planned actions/services.

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

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

1. 100% of K-5 Mathematics teachers received training on implementation 1. of new curriculum

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

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase in the percentage of students meeting reading grade level goals in both English and Spanish. **2018-19** English: **64% in June 2018** Spanish: **72% in June 2018**	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase in the percentage of students meeting reading growth goals in both English and Spanish. **2018-19** **English:** 62% in June 2018 **Spanish:** 45% in June 2018	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase in the percentage of students redesignating as English proficient. **2018-19** RFEP rate will be 20%.	There was a 28.94% increase in the percentage of students re-designating as English proficient.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits. • Continue to purchase new leveled books for classrooms libraries that push a focus on greater text complexity in both languages. • Continue to purchase test preparation materials to help students prepare to take the new ELPAC assessment. • Send teachers to professional developments that further their understanding of creating transference lessons.		

Goal Analysis

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

Although we saw a lower reclassification rate in 18-19 compared the previous year, we are confident about the implementation of our actions in this goal area. There has been noted increases of students within ELD levels through our internal data collection and observations of classrooms show improved

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implementation (pacing and execution of lessons) of our Systematic ELD Curriculum. There has also been consistent growth in the percentage of students meeting and/or exceeded grade level for reading in Spanish and English.

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

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

- We were able to provide increased professional development to all teachers to support them in their implementation of the Systematic ELD curriculum
- We were able to complete purchasing for all necessary Systematic ELD Curriculum materials
- We saw an increase in students who met and/or exceeded grade level expectations in English and Spanish reading levels.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Same actions/services from the previous year, plus: • Create greater opportunities for teacher and parent partnership (teachers facilitate parent workshops; parents observe classrooms through classroom walks) • Create greater parent leadership opportunities through a greater focus on strengthening our SBC and ELAC committees. • Support parents and staff with this through outside trainings.		

Goal Analysis

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

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

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

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

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

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$310,690
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$310,690

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$29,060
Title III	$35,578
Title IV	$23,814

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Subtotal of additional federal funds included for this school: $88,452

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

~~Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.~~

~~Purpose~~

~~Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)~~

~~Description~~

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

~~Comprehensive Support and Improvement~~

~~The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).~~

~~The CSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);~~

2. ~~Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~);~~

3. ~~Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~

4. ~~Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).~~

~~Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.~~

~~Targeted Support and Improvement~~

~~In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).~~

~~The TSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~

2. ~~Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments"~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~.)~~

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo Elementary 3	19-64733-0122564	April 30, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNES 3 has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNES 3 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNES 3 uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Camino Nuevo Elementary 3 during the 2020-2021 school year the school's demographics consist of 96% Hispanic, 0.4% African American, 1.1% White, 0.1% American-Indian, 0% Filipino, 0.3% Asian, 0.1% Multiple and 2.0% Missing and 94% of the student population receive free or reduced lunch. Approximately 13.4% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 46.4% of current students still designated as an English Language Learner (ELL). 18 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 48.1% female and 51.9% male.

CNES 3 received $351,453 in Title I funds for the 2020-2021 school year. CNCA has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNES 3 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

The total revenue projected for Camino Nuevo Elementary #3 is $10,744,889.05, of which $8,198,653.40 is Local Control Funding Formula (LCFF), $522,643.01 is other state funds, $904,000.20 is local funds, and $1,119,592.44 is federal funds. Of the $8,198,653.40 in LCFF Funds, $2,081,687.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNCA reviewed these expenditures with school-based stakeholders on: April 30, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Red: Suspension Rate
According to the California School Dashboard, the suspension rate grew from 1% in 2016-2017 to 4.1% in 2017-2018, which puts us in the red category for all students. The percentage of students who are English Learners, students who are Hispanic, and students eligible for Title I are also in the "High / Increased Significantly" cell of the rubric, while students with disabilities fall in the "Very High / Increased" cell. Camino Nuevo Elementary #3 embraces the Continuum of Care, established for all Camino Nuevo Charter Academy schools, in which students' comprehensive needs are addressed to ensure that each student is healthy, supported, engaged, and challenged. When a student exhibits a behavior that is unsafe, Camino Nuevo Elementary #3 aims to respond in a manner that is restorative rather than punitive. In certain circumstances, as outlined in our discipline policy and Charter Petition, suspension becomes necessary.

Last year, students were suspended from Camino Nuevo Elementary for unsafe behavior towards peers including bullying and intimidation, sexual harassment, battery, possession and use of controlled substances, and possession of dangerous objects. At times, addressing these ongoing issues for students and their families required removal from the community in addition to meaningful instruction and guidance for students to connect their behavior with new learning.

The overall suspension rate and the event rate disproportionality for students with disabilities are areas of concern for which Camino Nuevo Elementary #3 it working intentionally to improve. To begin, Camino Nuevo Elementary #3 has refined our middle school advisory program for this school year to explicitly teach and practice the socio-emotional learning skills and concepts our students need to proactively mitigate some of the behaviors we saw in the previous year. Through a curriculum from The Great Body Shop, our advisory program is focused on learning in the following areas: growth, development, and sexual health; alcohol, tobacco, and drug prevention; and mental, emotional, and social health. These socio-emotional competencies were specifically chosen to address the trends in student behaviors we saw in the previous year. This extends the work done at the K-5 level, which includes the social-emotional program Second Step.

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Additionally, we have worked to strengthen our team approach to identifying students who are at-risk and to develop strategies for implementing programs and resources matched to students' needs. Each week, our School Programs Dean leads our Coordination of Services Team, composed of mental health staff, lead campus aide, and resource specialist teachers. During these meetings, the team reviews behavioral, academic, and socioemotional data to identify students who are at-risk and ensure they are matched with programs and resources that meet their specific needs. Some of the outcomes from this work include partnering families and students with programs offered through Los Angeles Childrens' Hospital for students exhibiting sexualized behavior, enrolling students in gang and violence prevention programs provided by Homies Unidos, and referrals to on-site year we have continued to invest and support teachers with planning rigorous and targeted lessons and providing PD to address our key priority areas which include English Language Development instruction, writing, and mathematics instruction. These continue to be areas of need in addition to reading instruction and improving school culture. Our greatest area of need is Math, particularly in grades K-5.

The school will be adopting a new math curriculum for the 2019-2020 school year but began the transition this year by piloting the program in grades 2-4th grade and beginning teacher training in preparation for next year. Mental health supports are provided by one of several mental health partnerships, such as LACDC, Didi Hirsh, EPIC, and/or our school psychologist.

The middle school campus has also adjusted our school-wide Positive Behavior Interventions and Supports (PBIS) to ensure all students are supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. The components of this PBIS plan, including consistent school-wide rules and expectations, were explicitly taught and practiced by all students at the beginning of the school year and are reinforced formally through quarterly community and culture days. Student behavior is tracked daily in terms of merits for positive behavior choices and demerits for negative behavior choices. Each week, students receive their Jaguar Report, which lists their behavior choices for the week and their current academic standing. Dedicated space is provided for students to reflect on the data contained in the Jaguar Report and engage in goal setting for the subsequent week. This information is also shared with families weekly, and access to this information is available in real-time through the online platforms to which our students and families have access. Students who accumulate merits for positive behavior are rewarded with incentives and in quarterly Merit Day recognition assemblies. Students are identified for behavior intervention after reaching tiered demerit thresholds, to which school staff in partnership with students' families respond through a system of progressive intervention from a general reflection conversation, to restorative circle practices, to behavioral SSTs and formal behavioral intervention plans. Suspension is only considered after these restorative practices have been implemented and monitored over time or when offenses identified in Education Code 48915(c) pose a threat to school safety.

For the 2017-2018 school year, Camino Nuevo Elementary #3 has also made some significant adjustments to staffing and responsibilities. The middle school campus has added a second Education Specialist position to allow for even more support and oversight for students with IEPs, some of whom have socio-emotional needs that are more significant. Additionally, discipline and behavioral intervention is now being managed by grade level administrators rather than through one Dean of Culture as in previous years. In this manner, each grade level has an administrative point who is in charge of the academics, continuum of care, and overall wellness for the grade level. This grade-level administrator is also in charge of behavioral interventions and discipline for the grade level. This structure allows the grade-level administrator to forge even more meaningful relationships with the students and staff in that grade level and to use that enhanced context to provide support that is more comprehensive.

Orange: English Language Arts

Per the California School Dashboard, Camino Nuevo Elementary #3 is in the orange (Maintained / Low Performance) for overall English Language Arts. The ELA scores for students who are English Learners and Students with Disabilities is in the red (Declined / Very Low) cell for 2017-2018. In response to these data, we have taken several actions. For example, we have increased the quality and quantity of standards-based

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formative assessments in K-5, drawing upon the Smarter-balanced IAB assessments and bi-weekly use of the Illuminate assessment system. We also added Achieve 3000 as a supplemental intervention program, and added a three-day Saturday Academy coupled with supplemental intervention programs during pupil-free days (e.g., family conference days and Spring Break), attended by English learners, as well as students with disabilities. Finally, shifts in teacher coaching occurred to] specifically focus on achievement of students with IEPs, increasing small-group instruction to target this subgroup.

In reviewing ongoing data in this area, these measures are yielding promising results for our students. For example, the percentage of fourth graders performing at / near proficiency level has risen from 49% to 72%, as measured by ELA IABs. The percentage of fifth graders performing at / near proficiency has risen from 47% to 64%. There were similar gains in these grades for students with an English Learner designation. Third and fifth grade students with disabilities also demonstrated similar gains. At the middle school, an average of 41% of 6th-8th grade English Learners scored "Near" or "Meets" on 2018-2019 IAB assessments compared to 4.5% of ELs who scored "Meets" or "Exceeds" on last year's SBAC. Similarly, an average of 45% of 6-8th grade students with disabilities scored "Near" or "Meets" on this year's IABs in ELA compared to 8% scoring "Meets" or "Exceeds" on last year's ELA SBAC.

Orange: Mathematics

Per the California School Dashboard, Camino Nuevo Elementary #3 is in the orange category (Declined / Low Performance) for overall mathematics and the subgroups of students with socioeconomically disadvantaged designation, and students who are Hispanic. The math scores for students who are English Learners is in the red category (Declined Significantly / Very Low) for 2017-2018. In light of these results, we have worked to focus on deepening teachers' understanding of grade-level standards across all grade levels. Math teachers have unpacked standards into knowledge packets, which require them to have a far deeper understanding of what is required by the standard. To give students greater conceptual understanding of the demands of these standards, our schools have targeted robust student talk as a core instructional strategy, especially for supporting students who are English learners. Small-group instruction of students with IEPs has also been a key instructional lever. Additionally, building on the assessment practices of the middle school, the K-5 campus has added ongoing, computer-based, formative assessments through the Illuminate platform to supplement our IAB assessments in order to gather more actionable data. Ongoing formative assessments indicate these measures are yielding positive results. For example, students in grades three through five have demonstrated considerable growth with both the overall population and the subgroup of students with an English Learner designation increasing proficiency by double digits in the at / near proficiency rate. Similarly, third graders with disabilities jumped from 0 to 18% above proficiency. At the middle school, an average of 53% of 6th-8th grade students scored "Near" or "Meets" across all given IABs in Math this year, compared to 11% scoring "Meets" or "Exceeds" on last year's Math SBAC. By subgroup, an average of 38% of 6th-8th grade English Learners scored "Near / Meets" on Math IABs compared to 0% scoring "Meets / Exceeds" on last year's SBAC; an average of 66% of RFEPs scored "Near / Meets" compared to 15% scoring "Meets / Exceeds" on last year's SBAC; and, an average of 40% of Students with Disabilities scored "Near / Meets" compared to 3% scoring "Meets / Exceeds" on last year's SBAC.

Yellow: Chronic Absenteeism

Per the California School Dashboard, Camino Nuevo Elementary is in the yellow (Increased Significantly / High) cell overall for Chronic Absenteeism. Students in the English Learner, Socioeconomically Disadvantaged, and Hispanic subgroups also fall within this cell, while Students with Disabilities fall in the adjoining yellow (Increased / High) cell. While this shows a decline in chronic absenteeism by 5.4% from the previous year, we aim to continue lowering the rate of chronic absenteeism at our schools by targeting students in key grades who show chronic absenteeism. In addition to our regular attendance incentives, such as monthly perfect attendance rewards, we have leveraged person-to-person outreach to parents through the SARB process, preventative health outreach, and a check-in / check-out system with individual students. As a result, our school's ADA rate is 0.8% above where it was at this time last year, and the chronic absentee rate dropped 0.6% between February 18 and May 18.

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No performance for any student group was two or more performance levels below the "all student" performance on the LCFF Evaluation Rubrics, however the state educational agency has determined that Camino Nuevo Elementary #3 is eligible for additional targeted support and improvement (ATSI). This designation results from the fact that our subgroup of Students with Disabilities have met the same criteria for the lowest-performing five percent of Title I schools for Comprehensive Support and Improvement. In addition to the general responses to our data described above, we have specifically targeted this subgroup by shifting our coaching of teachers to specifically focus on achievement of students with IEPs, increasing small-group instruction to target this subgroup and more closely monitoring data to ensure the strategies are yielding the desired outcomes. We have also added supplemental intervention services for this subgroup during the day and outside of regular school hours.

We are taking the following additional steps in response to this data:

1) Ensuring that Special Education Teachers receive development and coaching in standards-based instruction in addition to the targeted development

and coaching they receive specific to Special Education.

2) Additional development in standards for General Education Teachers and Special Education Teachers, which include continuing to build knowledge

packages for math standards and continuing to receive co-planning and support from coaches for the Units of Study in ELA.

3) Continue to ensure a staffing model and scheduling practices that allow for a Collaborative Teaching and Planning service delivery model, including

clustering students who receive co-teaching (per their IEPs) and maintaining a staff of at least six full-time RSP Teachers.

4) Provide time during the contracted school day for weekly co-planning among General Education Teachers and Special Education Teachers who

co-teach together.

5) Ensure that Special Education Teachers share a coach with at least one of their General Education co-teachers.

6) Grades 6-8: ensure strong classroom management skills in any new teacher hires and coach co-teaching partners in tandem for classroom

management and engagement with multiple short coaching cycles to demonstrate increasing time-on-task and universal cognitive engagement.

7) Ensuring the coaching of Special Education Teachers matches the service delivery model of Collaborative Teaching and Planning. Rather than

focusing on case management and direct support of students with IEPs, coaching will focus on co-teaching effectiveness and student achievement

as a result of co-teaching.

8) As part of coaching for co-teaching effectiveness, coaches will support teachers in strategic small group instruction within our literacy and math

frameworks, including the use of reading interventions such as LLI and Seeing Stars, which can be incorporated in a full inclusion setting.

9)Special education teachers will receive membership to one professional learning organization specific to special needs as a means to developing

specialized skills necessary for effective special education.

In addition, at CNES 3 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNES 3 students have access to a school-issued device and internet access for distance learning and these

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tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
K-5 Reclassification Rate: 60%of English Language Learners at the K-5 level will grow 1 ELD level each year 9% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.	K-8 RFEP rate: 15.8%
6-8 Reclassification Rate: 40% of students in 6-8 with EL status grow at least one ELD level by the end of the year. 45% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.	K-8 RFEP rate: 15.8%

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Expected	Actual
K-5 Reading Level: 58% of students Grades K-5 students will read on or above grade level in English by the end of the year. - ELL: 54% of ELL students will achieve on or above grade level in reading. - SpEd: 20% of SPED students will achieve on or above grade level in reading. 48% of students Grades K-5 students will read on or above grade level in Spanish. - ELL: 54% of ELL students will achieve on or above grade level in reading. - SpEd: 24% of SPED students will achieve on or above grade level in reading.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
6-8 Reading Levels: 73% of 6-8th grade students will read on or above grade level in English by the end of the year. 40% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year. 75% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year. 40% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year. 71% of Grade 6-8 students will meet their reading growth goal in English by the end of the year. 55% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year. 77% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year. 53% of 6-8th grade students with disabilities will meet their reading growth goal by the end of the year.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
K-5 Standards Proficiency	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.

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Expected	Actual
6-8 Standards Proficiency 60% of all 6-8th grade students will score at or above standards on the ELA SBAC • 45% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 80% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. • 35% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
40% of all 6-8th grade students will score at or above standards on the Math SBAC • 40% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. • 70% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. • 40% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.	
Elective Courses 100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes. 95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.	Per PowerSchool, 99.6 % students participate in P.E. at CAS AND 96.17 % students participate in Music at CAS; At EIS, 96 % students participate in PE AND 77% students receive Tech instruction.
Highly Qualified Teachers 85% of K-8 teachers are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.	37 teachers fully credentialed

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Actions / Services

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Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide robust professional development to support teachers in executing rigorous, standards-based instruction within our instructional frameworks. • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summativedata. • 9 release days through the year forteachers to study standards, analyzestudent performance data, plan curriculum, and plan assessments. • K-5 will incorporate bi-weekly data meetings to monitor performance against standards. • Assistant Principals of Instruction position will attend Standards Institute Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics and its use within the Bridges curriculum Professional development in Reading and Writing Workshop and how they address standards • Professional development in the California Next Generation ScienceStandards • Substitutes to provide for release daysand instructional labs • Books and materials for professional study • Consultants to provide technical expertise • Two new APs will be added. One will beadded to the K-5 campus, and one will be added to the 6-8 campus.	$351,453	$351,453
Two Assistant Principals will be added. One will work at the K-5 campus and one will work at the 6-8 campus. There will be no mentor teachers on either campus. One part time instructional coach/consultant or assistant principal will be continue at the 6-8 level to provide additional instructional coaching and support.		

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Provide authentic balanced literacy and math instruction for all students. • PD on balanced literacy with a specific emphasis on reading and writing standards at the K-5 level. • PD to support teachers embedding integrated language and vocabulary development in core subjects/classes. PD to support integrated reading, writing,speaking and listening instruction across the curriculum. • PD on math curriculum implementation with a focus on constructivist practices. • Release time for refining unit plans within instructional frameworks for balanced literacy and math with aspecific emphasis on meeting standards. • Classroom guided reading and Librarybooks in English and Spanish Classroom math manipulatives purchased to bolster classroom sets.. • Curricular materials, including the purchase of IReady for grades 3-5. • Literacy Consultants to providejob-embedded PD • An online reading assessment tool will beused to measure and track reading achievement by lexile level • Assessment will shift to prioritize standards-based assessment through the use of IABs and Illuminate.		
Provide necessary CCSS aligned curriculum • Purchase CCSS aligned instructional materials • Smarter Balanced aligned preparation materials • Release time to analyze • CCSS-benchmark assessments Addition of one full-time STEM teacherPurchase of science materials and curriculum for Next Gen Science Standards • Purchase of IReady at the K-5 level.substitutes to fund release days for planning curriculum • Assistant Principals will attend Standards Institute		

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Provide supplemental intervention to students performing below grade level in math of literacy • PD for teachers to support strugglingreaders, including students with IEPs • 2 Intervention teachers at the K-5 levelwho will teach both math and literacy with an emphasis on meeting grade-levelstandards. • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support math andliteracy development (IReady) • One Teacher Assistant at every gradelevel • Language & Literacy Coordinator at the6-8 level • Summer school for mathematicians andreaders who are lowest performers • Hi-low library books to support middle grade students who struggle with readingAdditional intervention programs will include: After-school (approximately 12 weeks), Saturday Academies (4 Saturdays throughout year)		
Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards • Two Intervention teachers at the K-5level • One Intervention specialist at the 6-8level • Online intervention programs aligned tocore grade level standards • If needed, Purchase of intervention curriculum in literacy and mathematics		

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Maximize special education instruction to support students with IEPs.

- Students with IEPs will be strategically clustered to maximize special education supports and dynamic blended inclusion.PD on special education instructional strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities.

- PD on special education

- Behavioral modification strategies, addressing autism spectrum disorders, generallearning disabilities, speech, and moderate to severe disabilities.

- PD on co-planning.

- Substitutes to provide release time of one period per week for co-planning at the K-5 level

- Provision of one special education coordinator stipends to better supportIEP writing and execution.

- Provision of one SPED instructional aideat the K-5 level, and one at the 6-8 level Continue additional RSP teacher at the 6-8 level

- Provision of one part-time SPED clerk at the K-5 level

- Purchase membership of one specialeducation professional organization membership for RSP teachers.

- Include students with IEPs in all after-school and Saturday Academy intervention programs.

Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classeswill reinforce systematic ELD classes by integrating concepts from the systematic curriculum.

- ELD teachers

- Curricular materials (Systematic ELDkits, English 3-D books, etc.) Release time for ELD assessment

- analysis and response, with particular attention to performance aligned to ELD standards.

- Train and maintain two Lead Systematic ELD teachers to provide professional development

- Language acquisition coach at the K-5 level

- Training and ongoing professional development in Systematic ELD, Academic Language Development, andintegrated ELD

- At the elementary level, one teacher andone AP are designated ELD leaders who will dedicate one period per week to program improvement.

- A bilingual advisory committee will be formed at the K-5 level to determine keyareas of focus for professional learning Students who have reclassified in grades 3-5 will shift to an IReady Curriculum to reinforce learning around key ELA Content Standards.

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Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. • ELPAC preparation materials Professional Development in ELPAC Family workshops on ELPAC preparationStrengthen ELD concepts by • integrating systematic ELD across thecurriculum • A bilingual advisory committee will be formed to address bilingual issues andmonitor English language acquisition progress		
Provide targeted intervention for stagnant English Learners and recent newcomers. • Instructional aids • Online program to support instruction Language Acquisition Specialist TeacherUse of Title 3 funds to pay for ELD summer school and after-school intervention services. • A bilingual advisory committee will beformed, support integrated ELD acrossthe curriculum.		
Provide literacy and math supports for students who are new to the country and students who struggle to acquire English over time. • Purchase the Teacher's College Wordstudy curriculum • Selection of one high frequency word listin English for all students. • Professional Development for teachersAfter-school intervention • Rosetta Stone subscriptions fornewcomers • Title 3 Summer School • Literacy and math intervention teacherdedicated specifically to K-2		
Ensure student access to technology necessary to access online assessments • Purchase of additional student laptops,desktops, carts, and/or tablets Technology coordinator at 6-8 level Technology teacher at 6-8 level Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacherAddition of one part-time tech aide at K-5 level		
Ensure all students have access to standards-aligned instructional materials • Instructional materials • CCSS aligned textbooks • Science materials and curriculum • IReady Online Curriculum for K-5		
Ensure students have access to classes taughtby highly qualified teachers. • Credentialed and highly qualified teachers		

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Provide electives to complement and widen scope of students learning. • Electives teachers • Arts and dance program have been reduced from full year to half-year or less to provide more academic time in schedule at the K-5 level. • Curricular materials for technology classes • Continuation of STEM teacher and STEM curriculum at K-5 level • After-School Program • Coding for the third grade curriculum		
Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives		

Goal Analysis

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

[Add text here]

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

Successes in implementing the actions/services to achieve our goal include starting with a focus on ensuring access to grade level standards for all students. This approach to teaching and learning sets a foundation for us to improve our practice with this decision as a base for all others to stem (intervention supports, scaffolds for struggling learners, accelerating learning and improving learning outcomes). Our math planning and instruction has been closely aligned to grade level standards while utilizing a constructivist based approach to learning so that students empowered to drive new learning and take on the cognitive lift in class. A success has been simultaneously building teacher knowledge of the demands of standards while also incorporating a CCSS vertically aligned curriculum with Bridges and CPM. Literacy was more challenging in building vertical alignment and standards alignment across our school with the workshop curriculum, but at this point we are putting ourselves in position to launch a vetted and CCSS vertically aligned curriculum that includes access to complex texts and grade level standards for all students starting in 21-22. Our supports for subgroups have improved in terms of special education PD and training as well as aligning our ELD courses with the demands of ELPAC, resulting in improved outcomes for reclassification amongst our ELs. Technology has been embedded within our instructional program so that every student is able to use technology to further learning across subject areas with 1-1 student to tech device ratio.   Challenges in implementing our actions/services to achieve our goal are rooted in the abrupt shut down of school tied to the Covid-19 pandemic. We were not able to effectively gauge progress on

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several of our key metrics tied to standards based instruction and student achievement. This also occurred at a point in the year when momentum would be building for students to accelerate learning in approaching the end of the school year. As a result, we have much left to do with regards to many of the actions/services included in our plan. We will not be changing course significantly from what we've set out to do, but we know we need to sustain efforts around our targeted initiatives so that we can achieve the gains we set out to reach at the end of 19-20. A major part of this process will include our work around standards based instruction that is vertically aligned for math and literacy. The curriculum can serve as a powerful tool in affording our students access to grade level content that builds year over year so that by the time students culminate to high school they are prepared to take advantage of the opportunities at their disposal. Another aspect that created a challenge in delivering upon the goals set in our plan and the actions/services described within connects to turnover amongst the leadership team. Our school has shifted so that we are operating as a single school albeit in two campuses, and this merger has included new team members and some team members leaving. As a result, the learning and calibration required amongst the leadership team is a key part of our forward progress that will take some time to align on goals and strategy. This has already taken place, but the turnover happening within the 19-20 school year disrupted some of the consistency that would ensure follow through on all the actions/services described in our plan.

Goal 2

Foster a school climate and culture centered on high levels of student achievement, personal agency and identity, and a sensitivity to the world.

State and/or Local Priorities addressed by this goal:

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

Local Priorities

Annual Measurable Outcomes

Expected	Actual
K-5 Attendance Rate **Increase the percentageof students with proficient attendance, grade K-5, to 66%** • ELL: 70%- Increasethe percentage of ELL students with proficient attendance to 78% • SpEd: 58%-Increasethe percentage of SPED students withproficient attendance to 80%	Overall 93.72% attendance rate

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Expected	Actual
6-8 Attendance Rate Reduce the percentage of chronically truant students, grades 6-8, to 3% • ELL: Reduce the percentage of students whoare chronically truant 4%. • RFEP: Reduce the percentage of students whoare chronically truant to below 2%. • SpEd: Reduce the percentage of students whoare chronically truant to below 8%.	Overall 95.50% attendance rate
The suspension rate in grades K-5 will decreaseto .5% • The ELL suspensionrate in grades K-5 will be reduced to .5% • The RFEP suspension rate ingrades K-5 will be reduced to .5% • The SPED suspension rate ingrades K-5 will be reduced to .5%	Suspension rate of 1.3%
The suspension rate ingrades 6-8 will be maintained at fewer 2% • The ELL suspension rate ingrades 6-8 will be fewer than 2% • The RFEP suspension ratein grades 6-8 will be fewer than 2% • The SPED suspension ratein grades 6-8 will be fewer than 2%	Suspension rate of 5.3%
Parents participating in aschool wide events, grades K-8 will increase 5% from 2018-2019 rate.	K-5 participation rate at 89% (down 4%) 6-8 participation rate at 86% (down 6%)

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Actions / Services

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Planned Action/Service	Budgeted Expenditures	Actual Expenditures
. Develop support structures for struggling and/or disengaged students • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.)Counselors • Implementation of Second Step Curriculum to teach the K-5 corecharacter values (CARES) School-wide community building activities • Elementary Assistant Principal for School Programs (replacing Dean ofCulture) • Continue Director of Student and FamilyServices (DSFS) at the Middle School Campus Aide dedicated to support the work of the Dean of Culture/DSFS Camp Camino activities • Technology to track and monitor datarelated to student engagement (e.g., DeansList) • Mental health counselors • Contracted services for mental healthproviders. • Professional development for teachers and leaders in Positive Behavior Supports, Trauma Sensitive Practices, Restorative Justice, and other areas tostrengthen culture		
Provide supports and services to engage andpartner with families. • Health and wellness courses andworkshops for families • Technology to increase communicationwith families (e.g., Parent Square, PowerMyLearning, Family Playlist) Academic support workshops for families • Social and Emotional Developmentworkshops for families • Family leadership training andworkshops • Student and Family Services Coordinator at the Elementary School Director of Student and Family Servicesat the Middle School • Family support groups facilitated byMental health therapist • Supplies to support Mental HealthPrograms • Professional development for leaders inpartnering with families, attendance improvement, and other areas to strengthen culture • Partnership with outside organizations toengage and support families (e.g., PowerMyLearning, Magnolia Place, Didi Hirsh, etc.)		

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Provide non-curricular incentives for positiveattendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination. • Attendance incentivesClass trips • School trips • Merit Day/Funtastic Friday activitiesand awards • School dances and events`` • Facility rentals (school dances, field days, culmination, etc.) • Camp Camino Activities • Jaguar Spirit Week activities		
Provide students with experiential learningopportunities • Field trips and School ExcursionsGuest Speakers • College Visits • Release time to create and refine structures and curricula to supportintegrated EXL opportunities. • Student government (nationalmembership fees, trainings, conferences, etc.) • Project and presentation-based learningopportunities		
Partner with outside agencies to provideextracurricular opportunities. • Sports programs (e.g., FIYA, NormandiePark, LAPR, etc.) • Arts, Dance, and Music programs (e.g.,LOUD) • After School Program		
Ensure students safety and appropriatesupervision. • Campus aides • BSET training for all Campus Aides anTeacher Assistants • One additional Campus Aide to supportStudent Culture • Security costs, including VideoSurveillance System • SPED Teacher Assistants for studentswith moderate to severe disabilities • Student Behavior Interventionist at 6-8?		

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Provide services to support students social and emotional development. • Counseling and mental health resourcesSchool-wide assemblies • Professional development for Advisoryteachers in advisory framework and • in Restorative Justice • Full-time mental health counselor Professional development for all staff on special education inclusion strategiesfor students with disabilities • Adoption of select Second Step lessonsto teach K-5 character education program (CARES) • Adoption of Health Curriculum K-5Peer Mediators training and support		

Goal Analysis

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

[Add text here]

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

Successes in implementing the actions/services to achieve our goal include launching a culture cadre for grades K-5 to help create professional learning for staff around areas that will improve school culture (developing schoolwide positive behavioral intervention and supports, restorative justice, and trauma sensitive practices). Our 6-8 campus has developed an advisory committee with teachers to procure content The culture cadre has created consistent advisory content to implement across classrooms and build a positive school culture. We've also taken steps to incorporate more schoolwide celebrations for our K-5 and 6-8 campuses. Another success is with parent outreach and communication. We've fully embraced Parent Square as a tool for parent communication and partnership, and this has allowed for streamlined communication with families which will continue to improve our participation rates at both sites. It also helps to have one family services coordinator working across both campuses to connect with families as one school.

While we've taken a step in the right direction to establish this team and incorporate teacher voice in a path forward, we have more work to do in terms of implementing schoolwide systems for positive behavioral supports. Particularly, we've seen a challenge with students at the tier 3 level for whom tier 1 supports are not sufficient. This can have an impact on classrooms and grade levels, and so building our capacity to meet unique needs of students for whom tier 1 systems may not be enough. Still, we need to spend time building consistency with our tier 1 systems as a school at both campuses and provide professional learning that helps our teachers hold consistently high expectations for behavior and leverage appropriate supports through pedagogical practice and best teaching strategies. We have room to develop this positive foundation through the systems and

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curriculum we implement with all students across all classrooms, which we project will have a positive impact on student engagement, attendance, and behavior.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$351,453
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$351,453

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$38,431
Title III	$43,930
Title IV	$26,939

Subtotal of additional federal funds included for this school: $ 109,300

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

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State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

~~Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.~~

~~Purpose~~

~~Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)~~

~~Description~~

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1.   The comprehensive needs assessment of the entire school shall:

         a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

~~Comprehensive Support and Improvement~~

~~The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).~~

~~The CSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);~~
2. ~~Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~);~~
3. ~~Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
4. ~~Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).~~

~~Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.~~

~~Targeted Support and Improvement~~

~~In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).~~

~~The TSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
2. ~~Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments"~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~.)~~

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo High School 2	19 64733 0127910	April 29, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNHS 2 has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNHS 2 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNHS 2 uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Camino Nuevo High School 2 during the 2020-2021 school year the school's demographics consist of 94.90% Hispanic, 0.21% African American, 0.85% White, 1.49% Filipino and 0.64% Asian, 0.64 American Indian/Alaskan Native, 0.21% Native Hawiian/Other Pacific Islander, 0% Multiple, 1.06% Missing, and 85.99% of the student population receive free or reduced lunch. Approximately 16.56% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 19.75% of current students still designated as an English Language Learner (ELL). 2 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 43.31% female and 56.69% male.

CNHS 2 received $200,685 in Title I funds for the 2020-2021 school year. CNHS 2 has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNHS 2 completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNHS 2 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

In 2018-19, Camino Nuevo High #2's LCAP budgeted $1,525,610.00 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 estimates that it will actually spend $1,626,395.00 for actions to increase or improve services for high needs students in 2018-19.

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNHS reviewed these expenditures with school-based stakeholders on: April 29, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Greatest Needs

According to the California Performance Dashboard, two student groups scored in the"Red" category in Mathematics - Hispanic and Socio- Economically Disadvantaged. Our performance on the 2016-2017 indicated that 63% of our students scored "standard met" or "standard exceeded".

In the 2018-2019 school year, that score dropped to 43%. In response to this data, the school began additional math instructional foci. This past year, math teachers focused on math discourse, anchor charts and creating standards based knowledge packets. In addition, we also increased teachers use of data to help guide instruction. All meth teachers gave the Interim Assessment Blocks three times while the 11th grade students took the Interim Comprehensive Assessment. After each test, teachers reviewed data and made curricular and instructional changes for the next quarter.

Based on this data, teachers planned test prep items and students were enrolled in a SBAC Bootcamp course. Furthermore, we added additional math intervention courses for students struggling at each level. According to the California Performance Dashboard, the other area in need of significant improvement is the school's ELA scores on the CAASPP.

Two student groups scored in the "Orange" category in English Language Arts - Hispanic and Socio-Economically Disadvantaged. Our performance on the 2016-2017 test, indicated that 23% of our students scored at "met standard" or "above standard." In 2018-2019, the percent of students who scored at "standard met" or "standard exc, dropped to 4%. In response this data, the school began the process of ensuring that all students were exposed to a guaranteed and viable curriculum in all core classes. All ELA, Math, Science and History began reviewing best practices and then curriculum writing using their content standards along with either the common Core State Standards or next Generation Science Standards. In addition, the school added additional reading intervention courses and ensured all teachers had access to content area nonfiction through Achieve 3000. To help ensure the whole school worked on literacy, our schoolwide instructional focus was teaching students how to access rigorous texts. In particular, we focused on close reading this past year.

In addition, at CNHS 2 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began

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Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELD Growth and Reclassification Rate 2018-2019 3% increase in reclassification rate from 17-18	[Add actual outcome here]
Lexile (reading) Levels 2018-2019 5% increase from 2017-2018	[Add actual outcome here]
Standards Proficiency in Math 2018-2019 All: 5% increase from 17-18 SBA performance data RFEP: 5% increase from 17-18 SBA performance data ELL: 5% increase from 17-18 SBA performance data SPED: 5% increase from 17-18 SBA performance data	[Add actual outcome here]

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Expected	Actual
Curriculum and Instructional Framework 2018-2019 100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content	
Highly Qualified Teachers 2018-2019 100% of teachers are appropriately assigned and fully credentialed in the subject areas	
AP Passage Rate 2018-2019 5% increase from 17-18 passage rate	

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Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Action 1
 	
For Actions/Services included as contributing to meeting Increased orImproved Services Requirement
 	
Students to be Served: English Learners, Foster Youth, Low Income
 	
Scope of Service: LEA-wideLocation: All Schools
 	
ELD Growth/Reclassification Rate: Provide Systematic English LanguageDevelopment classes for all ELL students and students who require ongoing language support
    ELD teachers Systematic ELD curricular materials (kits)Professional Development Release time for ELD assessment, analysis and response
    RSP support for studentswith IEPs
 	
Support students in demonstrating proficiency on the CELDT/ELPAC tofacilitate reclassification.
    CELDT/ELPAC
preparation materials
Professional development on ELPAC & ELD standards
Family workshops
 	
Provide targeted intervention for stagnant English Learners and Newcomers
ELD internal benchmark analysis to plan targeted intervention
	$200,685	

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Action 2 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Lexile (reading) Levels: Provide targeted reading intervention for students who are not reading at or above grade level School-wide reading level assessments 3x/year Time for analysis and planning for intervention teachers PD for all teachers to support low readers in the classrooms Online program to support literacy development Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.)		

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Action 3 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS Revise pacing plans, unit plans, and lesson plans Standards & student data analysis to guide instruction aligned to CCSS Training on curriculum and instructional framework for math PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class Data management (e.g. Illuminate, Schoolzilla) PD for teachers Maintain technology to be able to administer SBA assessments and interim assessments Computers		

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Action 4 For Actions/Services included as contributing to meeting Increased orImproved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wideLocation: All Schools Curriculum & Instructional Frameworks: PD for teachers and leaders on standards-aligned curriculum and instructional frameworks Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks Train all teachers on school-wide instructional frameworks Training and release time for planning for consistent implementation of standards-based grading PD for history and science teachers on new history common core standards and NGSS		
Action 5 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Highly Qualified Teachers: Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students All teachers will be highly qualified and maintain correct credentials		

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Action 6
 	
For Actions/Services included as contributing to meeting Increased orImproved Services Requirement
 	
Students to be Served: English Learners, Foster Youth, Low Income
 	
Scope of Service: LEA-wideLocation: All Schools
 	
AP Pass Rate:
Support students to build the skillsnecessary for success in AP exams
    Literacy focusschool-wide
    Targeted support andintervention
    AP-aligned curriculum innon-AP classes
    Rigorous essential skillstaught and
    assessed in non-AP classes to prepare for
    AP
    Test prep
PD for AP teachers
Send AP teachers to AP institutes and Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement
 	
Build a strong AP culture for investment from students and families
AP assemblies Awards
AP Fairs
Family meetings Collaboration with middle schools		

Goal Analysis

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

[Add text here]

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

[Add text here]

GOAL 2

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

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

Attendance Rate	2018-19 Decrease number of chronically truant students by 10% from 2017-18 Increase % of students with proficient attendance by 10% from 2017-18	
Suspension Rate	2018-19 Maintain suspension rate at 1.5% or lower	
Experiential Learning	2018-19 Greater than 90%	
Family Participation	2018-19 5% increase from 2017-18 of family attendance in workshops for	

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families/parents	

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Actions / Services

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Action 1
 	
For Actions/Services included as contributing to meeting Increased orImproved Services Requirement
 	
Students to be Served: English Learners, Foster Youth, Low Income
 	
Scope of Service: LEA-wideLocation: All Schools
 	
Develop support structures for struggling and/or disengaged students:
    Advisory (iConnect)classes/teachers
    Check in with Dean of CultureCommunity partnerships Counselors
    PD for teachers and staff on Positive Behavior Supports andRestorative Practices
    School-wide communitybuilding activities
    Technology (online program) totrack and monitor data related to student behavior/engagement (e.g. Kickboard)
School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wideand grade-level issues as it pertains to student behavior
SARB meetings for attendance/truancy		

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ACTION 2 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide incentives for positive attendance, behavior, and growth: Attendance incentives Incentives for score points(behavior tracking) Awards ceremony Field trips/activities Utilize alternatives to suspensions Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict- resolution Referrals to drug counseling Community partnerships Offer after school enrichment opportunities on and off campus After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations Build more community partnerships to provide more opportunities during the school day Student mentoring (academic/college) SAT Prep classes Local community college		

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ACTION 3 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Utilize alternatives to suspensions Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict- resolution Referrals to drug counseling Community partnerships		
ACTION 4 For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Offer after school enrichment opportunities on and off campus After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations		

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ACTION 5		
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Offer after school enrichment opportunities on and off campus After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations		

Goal Analysis

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

[Add text here]

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

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$200,685

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DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$200,685

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$22,232
Title III	$0
Title IV	$15,382

Subtotal of additional federal funds included for this school: $37, 614

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

~~Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.~~

~~Purpose~~

~~Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)~~

~~Description~~

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1.   The comprehensive needs assessment of the entire school shall:

                a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

                b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                    i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                    ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II.   The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

            ii. increase the amount and quality of learning time, and

            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

            i. strategies to improve students' skills outside the academic subject areas;

            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

~~Comprehensive Support and Improvement~~

~~The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).~~

~~The CSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);~~
2. ~~Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~);~~
3. ~~Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
4. ~~Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).~~

~~Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.~~

~~Targeted Support and Improvement~~

~~In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).~~

~~The TSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
2. ~~Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments"~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~.)~~

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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School Year: 2020-2021

School Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camino Nuevo High School	19-64733-0106435	May 6, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As a charter school, CNHS has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNHS did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNHS uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Camino Nuevo High School during the 2020-2021 school year the school's demographics consist of 98.08% Hispanic, 0% African American, 0% White, 0.77% Filipino and 0% Asian, 0.38 American Indian/Alaskan Native, 0% Native Hawiian/Other Pacific Islander, 0% Multiple, 0.77% Missing, and 96.16% of the student population receive free or reduced lunch. Approximately 14.56% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 23.75% of current students still designated as an English Language Learner (ELL). 2 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 41.76% female and 58.24% male.

CNHS received $144,485 in Title I funds for the 2020-2021 school year. CNHS has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNHS completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNHS completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

In 2018-19, Camino Nuevo Charter High's LCAP budgeted $1,025,536.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter High estimates that it will actually spend $1,022,951.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $2,585.00 had the following impact on Camino Nuevo Charter High's ability to increase or improve services for high needs students.

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNHS reviewed these expenditures with school-based stakeholders on: May 6, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Greatest Needs

The area of greatest growth for our campus is in Goal 1: Academic Attainment. Based on the California Dashboard, we received a performance indicator of orange in ELA and red in Math. Our performance on the 2017-2018 SBAC assessments indicates that we are currently at 48% at or above the standard in ELA which is 17% points away from our goal to 65% and at 5% at or above the standard in math which is 20% points away from our goal of 25%. Some of the steps we have taken and will continue to take in order to address these gaps are to focus on ensuring that we have high quality instruction that is differentiated to address the needs of our students. In ELA in particular, we have focused on writing. This has involved the creation of a schoolwide writing data gathering and action planning as a result of the data. This has come in addition to our reading level data collection, analysis, action planning cycles that occur three times a year (beginning, middle, and end of year). In math in particular, we have focused on a curriculum transition and will continue to target the building if teacher capacity around standards aligned assessment and instruction.

Other areas of growth based on the California Dashboard is in cohort graduation rates where our statewide dashboard indicator is orange. Whereas, our 4 year cohort rate hovers around 75%, our 5 year graduation rate is 84% for all students, 100% for homeless youth and foster youth. An area of continued focus for both academic achievement as well as 4 year cohort and 5 year graduation rate for our English Learners. While the 5 year graduation rate is stronger for almost all subgroups, it is disproportionally lower for English Learners at 71%. In this area, we will re-examine our curriculum supports for English Learners in the designated ELD classes. Additionally, we will provide our teachers with differentiation tools to ensure that they are scaffolding student progress in order to meet the standard.

Performance Gaps

One area of performance where a subgroup of students is two or more performance levels below the "all student" performance is in Conditions and Climate. The "all student" performance is current at Green whereas

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the performance indicators for English Learners and Students with Disabilities is at orange. This has been an area of focus this year and is captured in Goal 2 related to student engagement. Some of the steps we have taken to address this has been to ensure that we build robust tracking systems to be able to highlight the factors contributing to this disproportionate outcome.

In particular, our school has targeted the development of a schoolwide comprehensive Multi Tiered System of Support (MTSS). We are in year one of our launch. This year, our focus has been on building our teacher knowledge and capacity to plan for and engage in targeted intervention that is all encompassing and not limited to academics. Next year, we will focus on executing the intervention actions.

In addition, at CNHS we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

By the end of the 2019-2020 school year, students will demonstrate greater academic attainment on college readiness indicators as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of Students who are reading at or above grade level as measured by Lexile Assessment (45% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who are at or above the standard in ELA as measured by the SBAC (55% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who are at or above the standard in Math as measured by the SBAC (15% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who have reclassified (15%)	17.10%

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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
• Purchase NGSS aligned textbooks for all science courses • Purchase Achieve 3000 licenses for all students • Hire Teaching Assistants to support students in the classroom • Provide CCR Implementation • Training for Teachers and Instructional Leaders • Hire English Language Development Teacher • Purchase EL Achieve Curricular Units	$144,485	$144,485

Goal Analysis

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

Funds that were not implemented in the planned action/services above were utilized in support expenditures related to distance learning including training, hardware, and student support.

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

All of the planned actions and services were executed except the hiring of the designated ELD teachers and the purchase of EL Achieve Curricular Units. The greatest success was achieved in offering supports that were aligned to a multi-year vision. For example, our investment in Achieve has proved fruitful in that we have conducted a multi-year roll out. Similarly, the purchasing of the NGSS curricular materials came as a result of multi-year piloting process that incorporated a great deal of teacher buy in and also incorporated technology that adapted well in light of school closure. The greatest challenges emerged with expenditures that were associated with materials that were not supportive of distance learning. For example, there was a greater need for teacher and instructional leader training. However, there was less of a need for materials like the curriculum units that did not offer a technology platform and thus were deprioritized this school year.

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Goal 2

By the end of the 2018-2019 school year, students will demonstrate greater student engagement as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of students who are graduating (95%)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Reducing the percentage of students who are designated as chronically absent (10%)	21.7% (63 of 290)
Percentage of students who are on-track to graduate (90%)	96% (259 of 270) students on track to graduate
Percentage of students who participate in CIF sports program (15%)	18.89%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
	0	0
• Create an after school credit recovery program. • licenses for APEX credit recovery • Provide wrap around services • Provide teachers with intervention training • Continue CIF sports program	0	0

Goal Analysis

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

Funds that were not implemented were used to enhance the existing actions planned. For example, fewer expenditures in sports contributed to being able to have greater expenditures in wrap around services for our most vulnerable students.

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

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We experienced a great deal of success in our after-school credit recovery program. The model that was developed here was also used to support students with credit recovery and remediation in response to increasing F rates associated with distance learning. Additionally, we have been able to utilize our APEX program to ensure that students are on track to graduate. This process has allowed us to increase our graduation rate and has also supported the rate to which students are on track to graduate. Lastly, during the pandemic and with school closure, we have experienced success in being able to provide wrap around services for our students. We were able to continue offering counseling services to our students, offered a food and hygiene pantry for students and families as well as providing students with "Learning Kits" of essential learning materials during distance learning.

Goal 3

By the end of the 2019-2020 school year, parent will demonstrate greater engagement as compared to the previous year.

State and/or Local Priorities addressed by this goal:

State Priorities 3. Parent Involvement

Annual Measurable Outcomes

Expected	Actual
Percentage of parents who complete end of year survey (75%)	As of 4/13, 21 surveys collected
Percentage of parents who participate in one or more school activity (85%)	96.67% of parents who have participated in one or more school activities.
Percentage of parents who participate in a college preparatory workshop or educational event (75%)	70%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
• Development of Parent after school clubs • Student and Family Services Coordinator • College Readiness Parent Education Curriculum • Staff hours for weekend programming for parents • Buses for parent college field trips Snacks for Parent Meetings	0	0

Goal Analysis

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

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Budgeted items that were not implemented were used to enhance our support of our parent program in the spring during distance learning.

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

Many of the planned actions and services were contingent on in-person activities. With the school closure, these actions were not implemented. However, we did experience success with targeting parent capacity building around distance learning. As a result, you will notice lower expenditures than planned.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$144,485
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$144,485

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$12,171
Title III	$16,131
Title IV	$12,190

Subtotal of additional federal funds included for this school: $40, 492

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List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

~~Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.~~

~~Purpose~~

~~Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)~~

~~Description~~

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

School Plan for Student Achievement Instructions| Page 6 of 6

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

School Plan for Student Achievement Appendices| Page 1 of 6

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

School Plan for Student Achievement Appendices| Page 2 of 6

3.   Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E.   A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F.   A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1.   Ensure that those students' difficulties are identified on a timely basis; and

2.   Provide sufficient information on which to base effective assistance to those students.

G.   For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H.   A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I.   A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

~~Comprehensive Support and Improvement~~

~~The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).~~

~~The CSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);~~
2. ~~Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~);~~
3. ~~Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
4. ~~Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).~~

~~Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.~~

~~Targeted Support and Improvement~~

~~In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).~~

~~The TSI plan shall:~~

1. ~~Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and~~
2. ~~Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments"~~ https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf~~.)~~

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Plan for Student Achievement Appendices| Page 6 of 6

Cover Sheet

Janitorial, PPE, and HVAC RFP Selections for 2021-22

Section: IV. Consent Agenda
Item: D. Janitorial, PPE, and HVAC RFP Selections for 2021-22
Purpose:
Submitted by: Jesus Rivas
Related Material:
Board-Janitorial-RFP-Recommendation-5-5-21.pdf
Janitorial-2021-Decision-Matrix-5-5-21.xlsx
Board-Sanitary-Cleaning-PPE-RFP-Recommendation-5-5-21.pdf
Cleaning-Sanitary-PPE-RFP-Pricing-Response-4-30-21.XLSX
Board-HVAC-PM-Service-Recommendation-5-5-21.pdf
EMCOR-PM-Itemized-Cost.pdf

BACKGROUND:
Continued normal and typical best practice facilities services necessary to support CNCA
Schools and HSO.

RECOMMENDATION:
Approve all three vendors

CNCA Board Meeting – May 11, 2021
Sanitary, Cleaning and PPE Products - RFP Recommendation

The recommendation is to award EMCOR Services (Mesa Energy), a new preventative maintenance service agreement for the next two years, school years 2021-22 and 2022-23 based on the following:

- We did not obtain bids on this critical service as the vendor, EMCOR has provided quality service during the Pandemic ensuring all CNCA sites except MIR which is maintained by LAUSD have HVAC systems that provide good indoor air environments. The current monthly cost for all sites is $5,709.00 ($68,508 annually). Costs are charged back to each site based on HVAC equipment maintained.

- EMCOR will maintain the current monthly rate for year one and in year two, will add a moderate price increase based on CPI to offset labor and materials costs. This is anticipated around 4% of total cost.

- We are currently applying for SEES AB841 State Funds for HVAC maintenance which is detailed inspections and analysis of HVAC equipment. We are better served by continuing with EMCOR to assist with securing AB841 funds.

- We are currently in a Professional Service Agreement with EMCOR for AB841.

- Part of AB841 funds are financial opportunities for refunds from expenses such as MERV 13 filter changes and maintenance performed since August 2020.

CNCA Board Meeting – May 11, 2021
Janitorial Focused Cleaning and Disinfecting RFP Recommendation

The recommendation is to award Specialty Services, the janitorial and cleaning RFP for the next two years, school years 2021-22 and 2022-23 based on the following:

- Specialty has performed janitorial services at Burlington, Castellanos and Cisneros for the past two years and also provided specialized cleaning and additional work during the Pandemic. Minor service issues and no issues with invoices.
- Overall, BUR, CAS, CIS, DAL, HSO and KAY, they are the lowest qualified combined bid submittal.
- Specialty complies with City of Los Angeles minimum wage requirements and provides prorated health plan, vacation, sick and holiday pay dependent on employee hours worked.
- Prefer one vendor agreement as this results in one combined monthly invoice, similar to our current HVAC PM Service, filter service, elevator, landscape and alarm security services.
- Specialty has required insurance, provides PPE for their employees, employee training and required background checks.

CNCA Board Meeting – May 11, 2021
Sanitary, Cleaning and PPE Products - RFP Recommendation

The recommendation is to award Waxie Sanitary Supply, the sanitary, cleaning and PPE products RFP for the next two years, school years 2021-22 and 2022-23 based on the following:

- Six qualified vendors responded to the RFP with four submitting proposals, Negotiated Price List based on 87 specified products, some without substitution. We were specific on our disinfectants, hand sanitizers, N-95 masks and other products as this is what our schools expect for wellness.

- Overall, Waxie Sanitary Supply was able to provide pricing on all items on our list. Other vendors did not bid on all items.

- Other vendors provided slightly better pricing on a few items, but overall Waxie is the better value. Waxie also has a service center for equipment maintenance and repairs.

- Waxie exceeded expectations during the Pandemic and was able to provide all requested products for cleaning/disinfection, disinfecting equipment, training, videos, product support and also requested custom student barriers, signage and N-95 masks. Assistance was provided to manage Federal Grant programs.

- Waxie is currently set up by ExEd on Spendbridge with a drop-down catalog for not only all CNCA sites but several additional charters. CNCA pricing is what is listed.

- Recommendation is to enter into a new Negotiated Price List Agreement (NPL) for two years.

CAMPUS	CONTRACT AMOUNT	MONTHLY FEE SEPTEMBER 2020	BALANCE REMAINING
Burlington K-3	$ 4,416.00	$ 368.00	$ 2,208.00
Burlington 4-8	$ 4,560.00	$ 380.00	$ 2,280.00
Early Childhood Campus	$ 3,000.00	$ 250.00	$ 1,500.00
Kayne Siart K-8	$ 13,620.00	$ 1,135.00	$ 6,810.00
Castellanos Elementary LAUSD	$ 11,808.00	$ 984.00	$ 5,904.00
Eisner Middle School	$ 5,724.00	$ 477.00	$ 2,862.00
Cisneros K-8 LAUSD	$ 15,792.00	$ 1,316.00	$ 7,896.00
Dalzell Lance High School Campus	$ 9,588.00	$ 799.00	$ 4,794.00

TOTAL

$ 5,709.00

Cover Sheet

FSMC RFP Selection for 2021-22

Section: IV. Consent Agenda
Item: E. FSMC RFP Selection for 2021-22
Purpose:
Submitted by: Esperanza Bacilio
Related Material: CNCA FSMC BOD Recommendation 2021-2022.pdf

BACKGROUND:

CNCA requested proposals for a new Food Service Management Company (FSMC). The current contract will expire June 30, 2021. CNCA chose not to exercise the USDA waiver that would allow an extra one-year extension in order to allow for stakeholder input on the vendor and to be able to unify all campuses under service by one vendor.

RECOMMENDATION:

Approve

May 11, 2021

2021-2022 CNCA-Vendor Partnership Recommendation for Food Service Management Company

Recommendation:
CNCA carefully considered several critical factors (CDE compliance, financial stability, food quality, cost, stakeholder preference, etc.), and recommends the following Food Service Management Company (FSMC) for the 2021-22 school year, with the option to renew for the next four years:

- Camino Nuevo High School Dalzell Lance Campus: **Better 4 You Meals**
- Camino Nuevo Charter Academy Burlington Campus: **Better 4 You Meals**
- Camino Nuevo Charter Academy Kayne Siart Campus: **Better 4 You Meals**
- Camino Nuevo Charter Academy Castellanos Campus and Jane B. Eisner School: **Better 4 You Meals**
- Camino Nuevo Charter Academy Cisneros Campus: **Better 4 You Meals**

Better 4 You Meals has provided excellent audit and compliance support to CNCA in past Administrative Reviews, had the best scores among our stakeholder food tastings, and proposed the most flexible services and meal offerings. Better 4 You Meals has an excellent track record with the Castellanos, Eisner, and Dalzell Lance campuses and are confident of a seamless expansion to the rest of the CNCA campuses.

Methodology:
Camino Nuevo Charter Academy posted a ***Request for Proposal for Food Service Management Companies*** on the CNCA website (https://www.caminonuevo.org/apps/pages/RFP) and purchased two weeks of public notice from a local publication per the CDE RFP guidelines, and directly contacted six known meal vendors to ask for bids. Three vendors answered the Request for Proposal. All three passed the RFP compliance check and were asked to present samples for stakeholder tastings. Better 4 You Meals received the highest marks for breakfast and lunch, K-12 by Elior received the highest mark for snack.

Proposed Pricing Information:

Vendor	**Lunch**	**Breakfast**	**Snack**
Reimbursement*	**$3.53**	**$2.26**	**$.96**
Revolution Foods	$2.98	$2.03	$0.90
Better 4 You Meals	$2.90	$1.85	$0.90
K-12 by Elior	$3.11	$2.15	$0.95

*based on current reimbursement rates for the 2020-21 school year. Actuals not released by the CDE as of the date of this report.

Cover Sheet

Fiscal Policies Revision - Nvoice Pay

Section: IV. Consent Agenda
Item: F. Fiscal Policies Revision - Nvoice Pay
Purpose:
Submitted by: EXED, Sonia Oliva
Related Material: ExED-NVoicepay_Solution_Summary_v2021.04.06.pdf

BACKGROUND:
EXED provided presentation on 3rd party solution to create efficiency with accounts payable processing at Finance Committee Meeting

RECOMMENDATION:
Approve to utilize Nvoicepay and updated fiscal policies and procedures with process.

ExED-Nvoicepay Payment Solution

Agenda

Provide an overview of

- ExED's relationship with Nvoicepay, an outsource payment partner

- Nvoicepay process and where it fits within accounts payable process

- Benefits of Nvoicepay solution for charter school and ExED

- Next steps

ExED 20 YEARS OF EXCELLENCE | 2

Overview of ExED/Nvoicepay Relationship

- Nvoicepay is a leading enterprise payment software company

- ExED has contracted with Nvoicepay to serve as outsourced payment provider. ExED is responsible for all Nvoicepay fees.

- Nvoicepay is a NetSuite "SuiteApp" and is embedded within NetSuite, ExED's new accounting system.

- Nvoicepay's services will enable ExED to increase our payment processing efficiency and improve the security of our client's vendor payments.

- ExED transitioned first client in July 2020 and has fifteen clients using Nvoicepay. ExED is onboarding our next round of clients.

Accounts Payable Process – Current

| Charter School approves invoice in SpendBridge | → | ExED approves invoice in SpendBridge | → | ExED transfers invoice information from SpendBridge to NetSuite | → | ExED Analyst selects invoices to be paid in NetSuite and prints check | → | ExED Manager reviews checks, stamps check, and mails check to vendor |
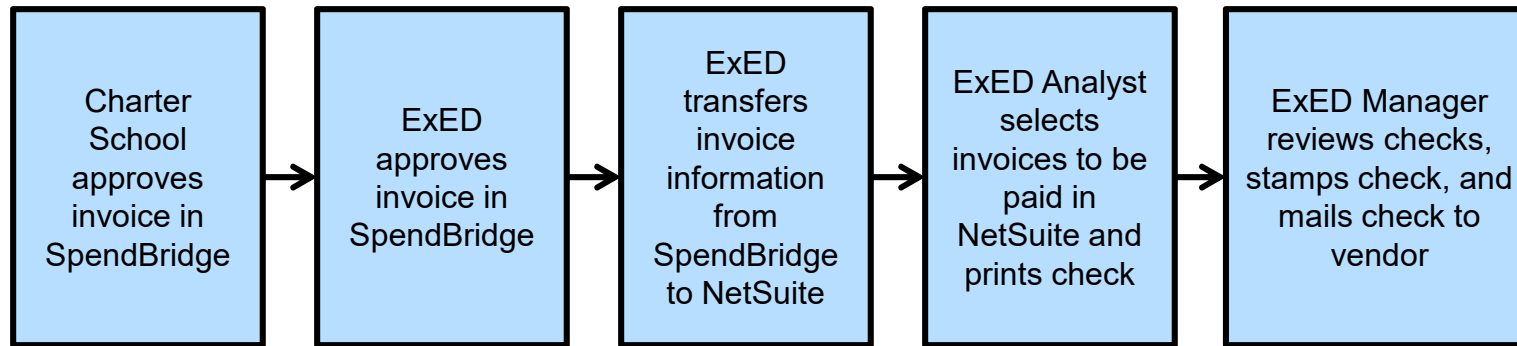
Accounts Payable Process – Nvoicepay

| Charter School approves invoice in SpendBridge | → | ExED approves invoice in SpendBridge | → | ExED transfers invoice information from SpendBridge to NetSuite | → | ExED Analyst selects invoice to be paid in NetSuite | → | Payment is automatically sent from NetSuite to Nvoicepay | → | ExED Manager approves or rejects payments in Nvoicepay | → | Nvoicepay withdraws money from Charter School's Bank Acct. and sends payment to vendor |

Key Changes vs. Current Process
- Nvoicepay sends payments 1 day after ExED approval
- Funds withdrawn when payment is issued rather than when vendor deposits payment
- Approximately 1/3 of vendor bills paid electronically
- Nvoicepay stale dates checks at 60 days
- Copy of cleared check is available on Nvoicepay site rather than bank site

Check is the default payment method. Nvoicepay outreaches to vendors and provides opportunities for vendor to enroll in electronic payment method (ACH or Card)

Check
ACH
Card

| 5
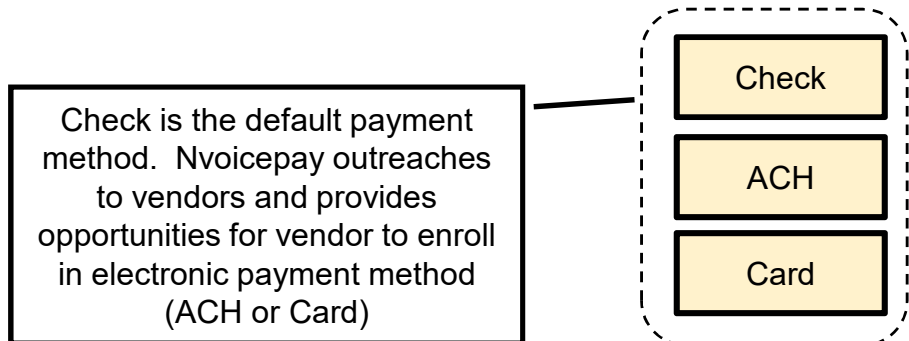
Benefits of Nvoicepay Solution

Benefits to Charter School

- More secure payment method (e.g., reduce risk of check fraud)

- Vendors paid sooner

- Ability to transition employee reimbursement to ACH (if client chooses)

Note

- ExED will retain the ability to print physical checks

Benefits to ExED

- More secure, efficient payment method

- Nvoicepay accepts liability (and insures) all vendor payments

- Reduce site-based, check printing requirement for ExED staff

- Card rebate will be used to offset Nvoicepay fees and reduce ExED's overall operating expenses

ExED 20 YEARS OF EXCELLENCE | 6

Next Steps

- Charter school to sign bank authorization granting Nvoicepay permission to electronically debit charter school's bank account

- Charter school to send their logo to ExED

- Charter school and ExED to update school's fiscal policies to incorporate Nvoicepay payment process

ExED 20 YEARS OF EXCELLENCE | 7

Sample Bank Letter

Cherry Hill Associates

Traverse City Bank
26 Front Street, Traverse City, MI 49684
(231) 777-8888   bankmanager@tcbank.com

January 4, 2018

To whom it may concern:

This letter is to authorize Nvoicepay Inc. to electronically debit account 0005559998888 beginning February 1, 2018. As part of this notification, Nvoicepay's ACH Identifier for debits is **4270422086**.

Please call me at (333) 333-4444 if you have any questions.

Thank you,

Charles Frost
CFO, Cherry Hill Associates

ExED 20 YEARS

| 8

Example - Addition to Cash Disbursement Section of Fiscal Policy

Once an invoice is approved by **[role specific to school]** for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment.

The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.

After ExED has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.

Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.

Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Cover Sheet

DA Davidson Brokerage Account

Section: IV. Consent Agenda
Item: G. DA Davidson Brokerage Account
Purpose:
Submitted by: Leylani Lira
Related Material: Camino Nuevo Charter Academy account CRP....pdf

BACKGROUND:
Update CNCA Brokerage Account contact with DA Davidson

RECOMMENDATION:
Recommend DA Davidson Account Contact: Adriana Abich, Chief Executive Office

D|A DAVIDSON
D.A. Davidson & Co. member SIPC

Corporate Resolution

Account #: _____ Branch #: _____ FA #: _____ TRAX #: _____

I, _____, do hereby certify that at a meeting of the Board of Directors of
(Print Name of Corporation Secretary)

_____, organized under the laws of _____, duly called
(Print Name of Corporation)   (Print Name of State)

and held in the city of _____, state of _____, on the _____ day of

_____, _____, a quorum being present and voting throughout, the following resolutions, upon motion made,

seconded and carried, were duly adopted and are now in full force and effect:

RESOLVED, that the corporation open an account with D.A. Davidson & Co., for the purpose of buying, selling and trading in, for the account and risk of the corporation, and in its name, stocks, bonds and other securities and contracts for commodities or securities and put and call options for cash and on margin or otherwise, including short sales and in accordance with the terms and conditions required by D.A. Davidson & Co.;

RESOLVED, that any one of the following officers of the corporation, *viz.*

_____
(Print Name(s))

_____
(Print Name(s))

and their successors in such offices be, and hereby are, and each is authorized and empowered to enter orders for purchases of securities including, but not limited to, stocks, bonds and option contracts, and to enter orders for sales, assignments or transfers of stocks, bonds or in any other securities or option contracts now owned or hereafter acquired by the corporation in its own right or in fiduciary capacity, and said officers and each of them is authorized and empowered to give instructions in every respect concerning said account with D.A. Davidson & Co., and said firm is authorized and empowered to make payment of monies and deliveries of securities and contracts to said officers or otherwise as they and each of them may order and direct, and said officers and each of them is authorized and empowered to execute any and all agreements with said firm on behalf of the corporation in connection with said account in order to conform with the rules and regulations of D.A. Davidson & Co. concerning any of the aforesaid transactions, and in all matters and things before mentioned said officers, and each of them alone, is authorized to act for the corporation and on its behalf;

RESOLVED, that the authority vested in said officers will be a continuing one and will remain in full force and effect until D.A. Davidson & Co. shall receive from the corporation a written notice of the revocation of such authority; and the persons named (and their successors) shall be presumed to be continuously the holders of such offices until D.A. Davidson & Co. receives from the corporation a written notice of the election of their successors, properly certified by the Secretary of the corporation; and

RESOLVED, that the Secretary of the corporation be, and hereby is authorized to certify to said firm the foregoing resolutions, and that the provisions thereof are in conformity with the charter and by-laws of the corporation.

NA_Corporate Resolution_Rev.05.02.2016

D|A DAVIDSON
D.A. Davidson & Co. member SIPC

Corporate Resolution

Account #: _____ **Branch #:** _____ **FA #:** _____ **TRAX #:** _____

I do further certify that the present officers of the corporation are as follows:

Print Name(s):   **Print Officer Title:**

_____   _____

_____   _____

_____   _____

_____   _____

WITNESS my hand and the seal of the corporation this _____ day of _____, _____.

X_____
Secretary of the Corporation Signature[1]

X_____
Officer of the Corporation Signature

[1]If the resolution authorizes the Secretary to act thereunder, and the Secretary, alone or in conjunction with some other officer, does so act, certification should be by another officer in addition to the Secretary.

Cover Sheet

CEO to be Signer on Wells Fargo Bank Line of Credit Renewal

Section: IV. Consent Agenda
Item: H. CEO to be Signer on Wells Fargo Bank Line of Credit Renewal
Purpose:
Submitted by: Tammy Stanton
Related Material: CNCA.Resolution_LOC_Signer_05.11.21.pdf

BACKGROUND:
CNCA and PNEDG hold a $2M Line of Credit (LOC) with Wells Fargo Bank. The LOC renews annually in August. A component of the renewal document is a corporate resolution that authorizes the person or person(s) to execute the credit renewal with Wells Fargo Bank.

RECOMMENDATION:
Recommend approval of Adriana Abich, CEO, to execute the credit renewal on behalf of CNCA.

Camino Nuevo Charter Academy

RESOLUTION
RELATING TO AUTHORIZATION OF CEO TO EXECUTE ANNUAL LINE OF CREDIT RENEWAL WITH WELLS FARGO BANK

At the Board of Directors meeting held ~~June 16,2020~~May 11, 2021, the following resolution was moved by _____, seconded by _____, and the motion was unanimously approved by the Directors of Camino Nuevo Charter Academy, a California Nonprofit Public Benefit Corporation (the "Corporation"), acting pursuant to the authority vested in them by Section 5211(b) of the California Nonprofit Public Benefit Corporation Law:

BE IT RESOLVED, that the Board approves, authorizes and directs the CEO, Adriana Abich~~, and CFO, Tammy Stanton,~~ to execute annual line of credit renewal with Wells Fargo Bank.

Signed By: _____

David Gidlow, CNCA Secretary

Cover Sheet

ECE - Program Admin Approval - Andy Onate, Program Director; Adriana Abich, Executive Director

Section: IV. Consent Agenda
Item: I. ECE - Program Admin Approval - Andy Onate, Program Director; Adriana Abich, Executive Director
Purpose:
Submitted by: Esperanza Bacilio

BACKGROUND:

Rachel Hazlehurst has serving as interim Program Director for the ECEC until the new Program Director was hired. The board must approve Andy Onate as the Program Director and Adriana Abich as the Executive Director so that the CDMIS directory can be updated.

RECOMMENDATION:

Approve

Cover Sheet

Resolution - Approving TK Requirements for TK Teachers

Section: IV. Consent Agenda
Item: J. Resolution - Approving TK Requirements for TK Teachers
Purpose:
Submitted by: Margaret Domingo
Related Material: 210511-CNCA Board Resolution TK Requirements.pdf

BACKGROUND:

SB 876 added additional requirements for TK Teachers. Pursuant to *EC* 48000(g), a
school district or charter school shall ensure that credentialed teachers who are first
assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the
following:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the local educational agency employing the teacher,
   professional experience in a classroom setting with preschool age children that is
   comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on
   Teacher Credentialing (CTC).

The purpose of this resolution is to define the professional experience in the classroom at
CNCA that is comparable to 24 units of education described in bullet 1. Camino Nuevo
Charter Academy defines each quarter school year served in a full-time TK, or a
combination class of kindergarten and TK, position as the equivalent to nine (9) units.

RECOMMENDATION:

Approve

Resolution of The Board of Directors of Camino Nuevo Charter Academy

Regarding Transitional Kindergarten Requirements

May 11, 2021

WHEREAS, the California Department of Education (CDE) and State Superintendent of Public Instruction fully support the transitional kindergarten (TK) program.

WHEREAS, SB 876 added additional requirements for TK teachers. Pursuant to *EC* 48000(g), a school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

WHEREAS, SB 876 further allowed for any current credentialed teacher who is or was assigned to teach TK, or a combination class of kindergarten and TK, on or before July 1, 2015, is grandfathered in to teach TK without having to meet additional requirements.

WHEREAS, Camino Nuevo Charter Academy has worked with all affected teachers to ensure they were qualified to continue in their TK position under options #1 and #2 by August 1, 2020, and recruited new teachers who meet the same qualifications.

WHEREAS, we continue to have need and propose to define "professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1."

WHEREAS, we anticipate the Governor approving an extension at the May Revise scheduled for June 15, 2021 for a new anticipated deadline will be August 1, 2021, it is of our opinion this flexibility will continue to be needed.

NOW, THEREFORE BE IT RESOLVED, Camino Nuevo Charter Academy has determined the professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1 for the purposes of eligibility to be employed as a TK, or a combination class of kindergarten and TK, teacher as one (1) year served in a full-time TK, or a combination class of kindergarten and TK position. Camino Nuevo Charter Academy further defines each quarter school year served in a full-time TK, or a combination class of kindergarten and TK, position as the equivalent to nine (9) units.

_____

David Gidlow
Secretary to the Board of Directors

DATE OF BOARD APPROVAL: _____

Cover Sheet

March 2021 Financial Reports

Section: V. Finance
Item: A. March 2021 Financial Reports
Purpose: Discuss
Submitted by: EXED, Sonia Oliva
Related Material: 03.21 - CNCA Consolidated - Dashboard.pdf
                      03.21 - CNCA Consolidated - CashFlow.pdf
                      03.21 - CNCA Consolidated - Budget Summary.pdf
                      03.21 - CNCA Consolidated - Financial Analysis.pdf

BACKGROUND:
March Financials

RECOMMENDATION:
Information

CAMINO NUEVO CHARTER ACADEMY
FY20-21 BUDGET SUMMARY
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	CNCA - Burlington Budget - Approved	Forecast	CNCA#2 - Kayne Siart Budget - Approved	Forecast	CNCA#3 - Castellanos Budget - Approved	Forecast	CNCA#3 - Eisner Budget - Approved	Forecast	CNCA#3 - Consolidated Budget - Approved	Forecast	CNCA#4 - Cisneros Budget - Approved	Forecast	CNHS - Miramar Budget - Approved	Forecast	CNHS#2 - Dalzell Lance Budget - Approved	Forecast	Central Administration Budget - Approved	Forecast	Camino Nuevo - Consolidated Budget - Approved	Forecast
Enrollment	584	577	708	708	470	470	264	264	734	734	637	637	260	260	451	451	-	-	3,374	3,367
ADA	548.65	551.09	670.18	670.18	459.07	459.07	260.12	260.12	719.19	719.19	606.12	606.12	245.31	245.31	426.95	426.95	-	-	3,216.40	3,218.84
ADA %	95%	96%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	-	-	95%	95%
UPP	100%	100%	95%	95%	99%	99%	97%	97%	98%	98%	92%	92%	97%	97%	98%	96%	0%	0%	97%	97%
Income																				
8011-8098 · Local Control Funding Formula Sources																				
8011 Local Control Funding Formula	3,426,214	3,452,502	4,095,615	4,097,727	2,918,524	2,919,810	1,542,547	1,539,941	4,461,070	4,459,751	3,686,195	3,686,190	1,888,385	1,888,561	4,171,250	4,187,420			21,728,729	21,772,151
8012 Education Protection Account	1,036,924	1,076,368	1,270,507	1,312,997	863,851	892,741	489,479	505,848	1,353,330	1,398,590	1,146,990	1,185,349	553,381	571,888	85,390	85,390			5,446,521	5,630,581
8019 Local Control Funding Formula - Prior Year		66,665		83,195		56,978		32,289		89,267		75,259		30,443		50,304				395,134
8096 In Lieu of Property Taxes	1,603,616	1,568,143	1,958,829	1,907,017	1,341,788	1,306,297	760,289	740,179	2,102,077	2,046,477	1,771,592	1,724,733	717,002	698,037	1,247,907	1,214,899			9,401,023	9,159,306
8098 In Lieu of Property Taxes, Prior Year		(66,665)		(83,195)		(56,978)		(32,289)		(89,267)		(75,259)		(30,443)		(50,304)				(395,134)
Total 8011-8098 · Local Control Funding Formula Sources	6,066,754	6,097,013	7,324,951	7,317,741	5,124,163	5,118,849	2,792,314	2,785,969	7,916,478	7,904,817	6,604,776	6,596,272	3,158,768	3,158,486	5,504,546	5,487,709			36,576,273	36,562,038
8100-8299 · Federal Revenue																				
8181 Special Education - Federal (IDEA)	113,730	112,268	138,922	136,529	95,161	93,522	53,920	52,992	149,081	146,513	125,643	123,479	50,850	49,975	88,502	86,978			666,728	655,742
8221 Child Nutrition - Federal	417,524	243,674	363,394	86,919	289,364	141,689	125,972	2,188	415,336	143,877	240,239	75,761	103,062	18,051	225,415	50,751			1,764,970	619,033
8223 CACFP Supper																				
8291 Title I	317,758	310,690	278,440	277,131	229,436	224,332	130,012	127,121	359,448	351,453	264,892	259,000	162,660	144,485	205,249	200,685			1,588,447	1,543,444
8292 Title II	30,699	29,060	37,047	33,762	27,324	24,531	15,483	13,900	42,807	38,431	31,378	29,605	13,715	12,171	23,453	22,232			179,099	165,261
8294 Title III	35,578	35,578	25,854	25,854	32,718	32,718	11,211	11,211	43,930	43,930	22,880	22,880	7,093	7,093	9,038	9,038			144,373	144,373
8295 Title IV, SSAE	23,704	23,814	20,771	20,868	17,115	17,195	10,000	9,744	27,115	26,939	19,760	19,852	12,277	12,190	15,311	15,382			118,938	119,045
8296 Title IV, PCSGP																				
8297 Facilities Incentive Grant																				
8299 All Other Federal Revenue	895,542	897,002	1,037,287	1,038,567	713,487	711,167	399,019	402,991	1,112,506	1,114,158	911,251	912,469	454,070	454,818	744,439	745,383			5,155,095	5,162,397
Total 8100-8299 · Other Federal Income	1,834,535	1,652,087	1,901,715	1,619,631	1,404,605	1,245,155	745,618	620,147	2,150,222	1,865,301	1,616,043	1,443,046	803,727	698,782	1,311,407	1,130,449			9,617,650	8,409,295
8300-8599 · Other State Revenue																				
8520 Child Nutrition - State	32,072	19,484	25,032	6,850	21,039	11,211	9,473	159	30,512	11,370	18,520	6,198	7,645	1,486	17,639				131,420	49,582
8550 Mandate Block Grant	9,252	9,252	11,301	11,301	7,741	7,741	4,386	4,386	12,127	12,127	10,221	10,221	11,498	11,498	20,011	20,011			74,409	74,409
8561 State Lottery - Non Prop 20	82,298	82,664	100,527	100,527	68,861	68,861	39,018	39,018	107,879	107,879	90,918	90,918	36,797	36,797	64,043	64,043			482,460	482,826
8562 State Lottery - Prop 20	26,884	27,003	32,839	32,839	22,494	22,494	12,746	12,746	35,240	35,240	29,700	29,700	12,020	12,020	20,921	20,921			157,604	157,723
8560 Lottery Revenue	109,181	109,667	133,366	133,366	91,355	91,355	51,764	51,764	143,119	143,119	120,618	120,618	48,817	48,817	84,963	84,963			640,064	640,549
8587 State Grant Pass-Through																				
8591 SB740	295,637	295,637					131,357	131,357	131,357	131,357					319,767	319,767			746,761	746,761
8592 State Mental Health																				
8593 After School Education & Safety	139,137	177,559	177,559	177,559	177,559	177,559			177,559	177,559	41,666	53,172							535,922	585,849
8594 Supplemental Categorical Block Grant																				
8599 State Revenue - Other	51,703	57,703	62,507	75,507	43,101	43,101	24,423	24,423	67,524	67,524	56,365	56,365	26,949	26,949	46,868	46,868			311,916	330,916
Total 8300-8599 · Other State Income	636,982	669,302	409,765	404,583	340,795	330,967	221,403	212,089	562,198	543,056	247,390	246,574	94,909	88,750	489,249	475,802			2,440,492	2,428,067
8600-8799 · Other Local Revenue																				
8631 Sale of Equipment & Supplies																				
8634 Food Service Sales																				
8650 Leases & Rentals																				
8660 Interest & Dividend Income	24,000	18,000	18,000	12,000	17,490	10,000	7,500	6,000	24,990	16,000	15,000	12,000		3,835	18,000	10,000			99,990	71,835
8662 Net Increase (Decrease) in Fair Value of Investments																				
8681 Intra-Agency Fee Income																				
8682 Childcare & Enrichment Program Fees																				
8689 All Other Fees & Contracts																				
8692 Grants	15,500	15,500	22,470	22,470	10,500	10,500		37,375	10,500	47,875	25,000	41,350			25,000	25,000			98,470	152,195
8694 In Kind Donations						15,000				15,000		15,000				92,732				107,732
8695 Contributions & Events		3,019		3,023		3,016		1,002		4,018		21		2,009		109				12,198
8696 Other Fundraising													3,000	3,000					3,000	3,000
8697 E-Rate	13,440	13,440	14,776	14,776	14,776	14,776	14,776	14,776	29,552	29,552	14,776	14,776	16,741	19,947	16,741	16,741			106,025	109,231
8698 SELPA Grants		14,179	80,000	121,875		17,482		9,907		27,389		16,524		4,192		16,724			80,000	200,883
8699 All Other Local Revenue		2,692		6,062		2,023		393		2,416		6,039		1,238		6,766				25,212
8792 Transfers of Apportionments - Special Education	360,106	347,462	439,873	422,548	301,311	289,444	170,730	164,006	472,040	453,449	397,827	382,159	161,009	154,668	280,229	269,192			2,111,084	2,029,479
Total 8600-8799 · Other Income-Local	413,046	414,292	575,119	602,754	344,077	362,241	193,006	233,458	537,082	595,699	452,603	472,869	180,750	188,889	339,969	437,262			2,498,569	2,711,764
Prior Year Adjustments																				
8999 Other Prior Year Adjustment		24,109		31,591		29,161		10,137		39,298		19,976		11,085		15,220				141,279
Total Prior Year Adjustments		24,109		31,591		29,161		10,137		39,298		19,976		11,085		15,220				141,279
TOTAL INCOME	8,951,317	8,856,803	10,211,549	9,976,300	7,213,639	7,086,372	3,952,341	3,861,799	11,165,980	10,948,172	8,920,812	8,778,736	4,238,154	4,145,992	7,645,172	7,546,441	-	-	51,132,984	50,252,443
Expense																				
1000 · Certificated Salaries																				
1110 Teachers' Salaries	1,676,150	1,660,937	2,098,615	1,988,011	1,312,111	1,254,934	729,821	715,928	2,041,932	1,970,862	1,999,804	1,987,525	873,477	892,897	1,556,893	1,554,998			10,246,872	10,055,229
1120 Teachers' Hourly			32,329	20,726															32,329	20,726
1170 Teachers' Salaries - Substitute	51,690	35,806	71,200	71,200	51,620	43,166	24,954	33,260	76,574	76,425	65,860	50,629	32,083	40,354	42,778	37,509			340,184	311,923
1175 Teachers' Salaries - Stipend/Extra Duty	88,060	97,815	65,470	66,943	104,638	76,996	36,276	32,870	140,914	109,866	73,530	99,004	32,500	101,308	110,050	106,508			510,524	581,444

CAMINO NUEVO CHARTER ACADEMY
FY20-21 BUDGET SUMMARY
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	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS - Miramar		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling																				
1215 Certificated Pupil Support - Psychologist	58,510	57,768	71,474	70,568	48,249	48,147	27,746	27,394	75,994	75,541	77,341	67,266	26,168	25,836	45,512	44,934			355,000	341,914
1299 Certificated Pupil Support - Other	113,759	74,391	138,965	143,292	85,516	59,596	79,859	34,227	165,375	93,823	112,328	78,538	50,878	33,271	88,487	57,864			669,791	481,180
1300 Certificated Supervisors' & Administrators' Salaries	411,775	426,190	412,901	410,569	379,281	389,033	260,761	257,416	640,043	646,449	403,979	413,785	278,118	292,169	543,052	536,238			2,689,869	2,725,400
1900 Other Certificated Salaries																				
Total 1000 · Certificated Salaries	**2,399,944**	**2,352,906**	**2,890,954**	**2,771,308**	**1,981,415**	**1,871,873**	**1,159,417**	**1,101,095**	**3,140,832**	**2,972,967**	**2,732,842**	**2,696,746**	**1,293,225**	**1,385,836**	**2,386,771**	**2,338,052**			**14,844,568**	**14,517,816**
2000 · Classified Salaries																				
2111 Instructional Aide & Other Salaries	313,298	283,224	294,306	305,947	177,415	185,502	20,559	36,660	197,974	222,162	322,002	325,730	94,861	96,870	99,201	90,895			1,321,641	1,324,828
2121 After School Staff Salaries												1,085								1,085
2131 Classified Teacher Salaries	112,456	55,671		4,000	26,779	30,939		2,200	26,779	33,139		1,875		-					139,235	94,684
2200 Classified Support Salaries	107,252	105,951	135,624	105,339	96,823	82,777	52,421	51,337	149,243	134,114	81,153	60,098	81,862	66,811	75,692	74,352			630,826	546,666
2300 Classified Supervisors' & Administrators' Salaries				1,000				1,000		1,000										3,000
2400 Classified Office Staff Salaries	163,629	163,763	178,370	163,201	174,027	169,240	122,541	116,059	296,568	285,299	183,582	185,119	132,959	152,355	169,909	174,694			1,125,018	1,124,431
2900 Other Classified Salaries	157,448	159,579	177,941	192,777	132,692	141,214	82,352	80,297	215,044	221,511	235,176	227,699	45,518	36,598	121,139	141,907			952,267	980,073
Total 2000 · Classified Salaries	**854,082**	**768,188**	**786,242**	**772,264**	**607,735**	**610,672**	**277,873**	**286,554**	**885,608**	**897,226**	**821,914**	**802,607**	**355,199**	**352,634**	**465,941**	**481,847**			**4,168,986**	**4,074,767**
3000 · Employee Benefits																				
3111 STRS - State Teachers Retirement System	387,591	374,303	466,889	446,793	319,999	293,855	187,246	175,842	507,244	469,697	441,354	434,772	208,856	218,016	385,463	379,750			2,397,398	2,323,331
3212 PERS - Public Employee Retirement System	176,795	166,189	162,752	157,945	125,801	133,190	57,520	57,481	183,321	190,671	170,136	165,477	73,526	80,191	96,450	100,325			862,980	860,798
3213 PARS - Public Agency Retirement System																				
3311 OASDI - Social Security	52,953	49,323	48,747	47,965	37,680	40,147	17,228	18,143	54,908	58,290	50,959	49,300	22,022	24,492	28,888	29,892			258,477	259,263
3331 MED - Medicare	47,183	45,010	53,319	50,936	37,543	35,761	20,841	19,812	58,383	55,573	51,544	50,295	23,902	25,116	41,364	40,716			275,697	267,646
3401 H&W - Health & Welfare	265,942	272,284	317,851	294,710	242,807	240,573	82,968	81,675	325,775	322,248	309,847	257,554	136,418	111,930	245,843	227,697			1,601,676	1,486,422
3501 SUI - State Unemployment Insurance	1,627	1,551	1,839	1,755	1,295	1,231	719	684	2,013	1,915	1,777	1,704	824	866	1,426	1,409			9,507	9,201
3601 Workers' Compensation Insurance	50,658	37,219	59,024	36,135	46,916	22,138	22,107	15,126	69,023	37,264	56,722	39,560	28,904	16,159	46,642	30,334			310,974	196,672
3751 OPEB, Active Employees																				
3901 Other Retirement Benefits																				
3902 Other Benefits		(6,800)		(4,853)		(2,285)		(3,296)		(5,581)		(6,795)		(7,248)		(7,577)				(38,853)
Total 3000 · Employee Benefits	**982,750**	**939,079**	**1,110,421**	**1,031,388**	**812,039**	**764,611**	**388,629**	**365,466**	**1,200,668**	**1,130,077**	**1,082,339**	**991,868**	**494,453**	**469,522**	**846,078**	**802,546**			**5,716,708**	**5,364,480**
4000 · Supplies																				
4111 Core Curricula Materials	82,261	95,207	2,200	23,719	1,071	1,071	6,257	6,292	7,328	7,363	8,255	9,732	7,000	7,000	18,415	17,425			125,459	160,446
4211 Books & Other Reference Materials	13,116	10,185	7,356	10,732	12,825	12,825	1,754	1,754	14,578	14,578	4,356	4,356	500	1,361	4,598	6,598			44,504	47,810
4311 Student Materials	134,388	142,814	120,872	115,298	107,327	109,217	59,267	60,357	166,594	169,574	95,970	99,035	66,138	80,175	87,293	82,757			671,253	689,652
4351 Office Supplies	18,000	13,500	14,400	14,400	19,200	19,200	12,000	12,000	31,200	31,200	15,600	15,600	15,000	15,000	13,200	13,200			107,400	102,900
4371 Custodial Supplies	77,303	77,303	95,315	95,315	92,306	92,306	47,966	37,389	140,272	129,695	97,746	76,746	54,904	43,762	89,448	74,448			554,988	497,269
4391 Food (Non Nutrition Program)	2,400	2,400		460	3,600	3,600	2,400	960	6,000	4,560		400	840	840	1,680	510			10,920	9,169
4392 Uniforms	1,500	1,500	2,000	2,000	1,500	1,500			1,500	1,500	2,000	2,000	2,500	2,500	6,500	2,000			16,000	11,500
4393 PE & Sports Equipment	900	900	5,000	5,000	1,000	1,000	1,000	4,918	2,000	5,918	1,500	6,783	2,000	-	2,500	2,500			13,900	21,101
4395 Before & After School Program Supplies																				
4399 All Other Supplies	24,302	33,270	25,500	42,500	22,566	39,566	15,750	26,327	38,316	65,893	17,734	32,147	19,500	40,642	31,500	48,500			156,852	262,952
4390 Other Supplies	29,102	38,070	32,500	49,960	28,666	45,666	19,150	32,205	47,816	77,871	21,234	41,329	24,840	43,982	42,180	53,510			197,672	304,722
4411 Non Capitalized Equipment	330,856	235,926	446,855	283,596	355,125	268,924	122,940	82,883	478,066	351,806	488,298	284,491	281,541	150,077	321,809	193,788			2,347,423	1,499,685
4711 Nutrition Program Food & Supplies	452,250	242,065	423,419	90,064	289,358	158,884	154,100	3,352	443,458	162,236	292,305	85,952	115,802	22,738	228,222	62,232			1,955,456	665,287
4713 CACFP Supper Food & Supplies																				
Total 4000 · Supplies	**1,137,275**	**855,069**	**1,142,916**	**683,084**	**905,878**	**708,092**	**423,434**	**236,232**	**1,329,312**	**944,324**	**1,023,764**	**617,241**	**565,725**	**364,095**	**805,164**	**503,958**			**6,004,156**	**3,967,771**
5000 · Operating Services																				
5211 Travel & Conferences	16,000	16,000	1,000	4,000		1,100	1,597	1,597	1,597	2,697					620	3,590			19,217	26,287
5311 Dues & Memberships	9,670	9,600	11,420	11,420	6,947	6,947	3,270	3,270	10,217	10,217	8,500	8,500	15,531	15,531	13,640	13,640			68,978	68,908
5451 General Insurance				3,784			22,000	22,826	22,000	26,611					3,904	3,998			25,904	30,609
5511 Utilities	136,123	102,225	104,466	81,349	142,541	113,800	49,505	39,156	192,046	152,956	127,924	110,880	114,840	110,088	120,870	118,020			796,269	675,517
5521 Security Services	3,360	30,108	900	1,108		142	1,560	1,881	1,560	2,023		188		76	4,590	3,207			10,410	36,710
5531 Housekeeping Services	63,648	60,588	126,052	46,110	81,796	49,116			81,796	49,116	94,276	63,894	11,980	16,180	61,003	50,011			438,755	285,899
5599 Other Facility Operations & Utilities	38,156	45,556	43,952	44,993	61,214	61,875	21,685	22,057	82,899	83,932	69,151	69,955	24,000	24,000	50,354	56,681			308,512	325,116
5611 School Rent - Private Facility	575,176	525,576					218,928	218,928	218,928	218,928					532,946	532,946			1,327,050	1,277,450
5613 School Rent - Prop 39																				
5619 Other Facility Rentals	6,630	15,393	12,638	12,638			5,658	5,658	5,658	5,658			19,000	16,000	21,158	21,158			65,084	70,847
5621 Equipment Lease	50,114	46,114	28,350	22,671	38,414	32,414	17,062	15,062	55,476	47,476	21,380	22,118	24,571	24,971	56,608	47,317			236,499	210,667
5631 Vendor Repairs	48,000	48,000	40,000	40,000	44,000	44,000	25,000	25,000	69,000	69,000	40,000	25,000	4,000	13,200	50,000	50,000			251,000	245,200
5812 Field Trips & Pupil Transportation													7,500	22,500	18,000	8,000			25,500	30,500
5821 Legal				6,887				6,887			17,000	39,350		21,500					17,000	67,737
5823 Audit																				
5831 Advertisement & Recruitment	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	10,000	5,000	21,000	5,000	500	5,000	5,000			35,000	46,500
5841 Contracted Substitute Teachers	1,875	1,875		73,226	1,000	26,283		700	1,000	26,983		7,825		300	1,800	3,300			4,675	113,509
5842 Special Education Services	360,821	297,221	508,931	562,675	304,371	193,029	123,810	96,806	428,181	289,836	472,500	166,882	129,760	66,760	181,741	159,796			2,081,934	1,543,169
5843 Non Public School		2,956	75,185	75,185							77,980	15,547							153,165	93,688

CAMINO NUEVO CHARTER ACADEMY
FY20-21 BUDGET SUMMARY
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	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS - Miramar		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast	2020-21 Budget - Approved	2020-21 Forecast
5844 After School Services	139,137	187,912	177,559	190,559	168,681	177,559	-	-	168,681	177,559	41,666	53,172	-	-	-	34,569	-	-	527,044	643,771
5849 Other Student Instructional Services	163,213	113,460	253,133	172,218	114,954	93,326	64,533	52,909	179,487	146,234	226,324	177,575	113,625	49,900	185,333	111,786	-	-	1,121,116	771,173
5852 Professional Development	-	47,514	37,060	37,060	45,334	45,334	27,320	38,252	72,654	83,586	35,303	62,578	24,828	25,900	13,591	48,859	-	-	183,436	305,498
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	6,000	3,500	3,500	2,500	2,500	6,000	6,000	6,658	6,658	2,500	2,500	2,000	2,000	-	-	27,258	27,258
5859 All Other Consultants & Services	22,958	63,060	14,676	45,815	34,284	70,970	12,938	28,312	47,222	99,282	27,629	64,899	28,751	50,118	40,412	41,197	-	-	181,648	364,371
5861 Non Instructional Software	95,028	95,007	102,687	102,687	84,621	84,621	51,398	51,398	136,019	136,019	106,857	106,857	51,927	51,927	77,337	77,337	-	-	569,855	569,834
5865 Fundraising Cost	-	-	-	646	-	-	-	-	-	-	-	-	-	2,000	-	92,732	-	-	-	95,378
5871 District Oversight Fees	60,668	60,970	73,250	73,177	51,242	51,188	27,923	27,860	79,165	79,048	66,048	65,963	31,588	31,585	55,045	54,877	-	-	365,763	365,620
5872 Special Education Fees (SELPA)	94,767	91,946	115,759	111,816	79,294	76,593	44,930	43,399	124,224	119,993	104,694	101,127	42,372	40,929	73,746	71,234	-	-	555,562	537,044
5881 Intra-Agency Fees	994,248	974,924	1,118,394	1,091,357	791,621	774,703	444,650	429,998	1,236,271	1,204,701	996,108	981,354	480,786	464,976	866,004	843,587	-	-	5,691,812	5,560,900
5895 Bad Debt Expense																				
5899 All Other Expenses	11,787	11,787	14,482	14,482	11,025	11,025	5,422	5,422	16,447	16,447	11,590	11,590	11,565	11,565	13,305	12,945	-	-	79,177	78,817
5911 Office Phone	20,616	20,616	8,988	9,492	13,764	13,764	7,966	8,520	21,730	22,284	8,640	9,528	13,440	9,432	16,716	20,100	-	-	90,130	91,452
5913 Mobile Phone	792	1,200	1,512	2,400	3,000	4,020	1,512	1,512	4,512	5,532	2,400	3,600	744	1,200	840	960	-	-	10,800	14,892
5921 Internet	16,800	16,800	18,470	18,470	18,470	18,470	18,470	18,470	36,940	36,940	18,470	18,470	20,926	24,933	20,926	20,926	-	-	132,531	136,539
5923 Website Hosting																				
5931 Postage & Shipping	800	1,216	1,250	3,577	3,500	3,500	500	1,209	4,000	4,709	2,000	2,000	750	1,400	5,000	5,000	-	-	13,800	17,901
5999 Other Communications	62,524	67,983	74,126	80,795	42,463	60,764	25,704	33,461	68,167	94,225	68,912	79,691	29,075	33,397	49,058	57,689	-	-	351,861	413,780
Total 5000 · Operating Services	**3,002,013**	**2,964,706**	**2,975,241**	**2,940,927**	**2,151,038**	**2,033,716**	**1,230,840**	**1,201,162**	**3,381,878**	**3,234,878**	**2,657,009**	**2,296,201**	**1,209,058**	**1,133,368**	**2,541,548**	**2,572,461**			**15,766,746**	**15,142,541**
6000 · Capital Outlay																				
6901 Depreciation Expense	112,659	129,278	592,721	610,769	55,312	71,965	58,982	67,872	114,294	139,837	57,252	85,399	586,366	591,129	86,606	109,757	-	-	1,549,899	1,666,168
6903 Amortization Expense	-	-																	-	-
6999 Capital Outlay																			-	-
Total 6000 · Capital Outlay	**112,659**	**129,278**	**592,721**	**610,769**	**55,312**	**71,965**	**58,982**	**67,872**	**114,294**	**139,837**	**57,252**	**85,399**	**586,366**	**591,129**	**86,606**	**109,757**			**1,549,899**	**1,666,168**
7000 · Other Outgo																				
7438 Interest Expense	-	-	218,244	218,244	-	-	-	-	-	-	-	-	167,477	167,477	-	-	-	-	385,722	385,722
Total 7000 · Other Outgo			**218,244**	**218,244**									**167,477**	**167,477**					**385,722**	**385,722**
TOTAL EXPENSE	**8,488,723**	**8,009,227**	**9,716,740**	**9,027,983**	**6,513,416**	**6,060,928**	**3,539,174**	**3,258,381**	**10,052,590**	**9,319,309**	**8,375,119**	**7,490,062**	**4,671,504**	**4,464,062**	**7,132,107**	**6,808,622**	**-**	**-**	**48,436,783**	**45,119,265**
NET INCOME	**462,594**	**847,576**	**494,809**	**948,316**	**700,223**	**1,025,444**	**413,167**	**603,419**	**1,113,390**	**1,628,863**	**545,692**	**1,288,674**	**(433,350)**	**(318,070)**	**513,065**	**737,819**	**-**	**-**	**2,696,200**	**5,133,177**
Beginning Cash Balance	**2,476,972**	**2,447,139**	**1,193,861**	**1,117,681**	**1,372,600**	**1,370,760**	**1,613,730**	**1,547,603**	**2,986,331**	**2,918,363**	**1,357,352**	**1,291,459**	**1,394,213**	**1,363,387**	**1,190,599**	**1,190,599**	**488,848**	**442,732**	**11,088,175**	**10,771,361**
Cash Flow from Operating Activities																				
Net Income	462,594	847,576	494,809	948,316	700,223	1,025,444	413,167	603,419	1,113,390	1,628,863	545,692	1,288,674	(433,350)	(318,070)	513,065	737,819			2,696,200	5,133,177
Change in Accounts Receivable																				
Prior Year Accounts Receivable	979,888	979,888	1,027,255	1,027,255	631,241	631,844	478,632	478,632	1,109,873	1,110,475	931,857	933,762	413,285	415,610	505,950	507,473	-	-	4,968,107	4,974,462
Current Year Accounts Receivable	(2,121,547)	(1,979,895)	(2,065,587)	(2,106,104)	(1,504,256)	(1,578,042)	(923,246)	(796,606)	(2,427,502)	(2,374,648)	(1,836,945)	(1,894,225)	(938,724)	(947,102)	(1,974,910)	(1,839,838)			(11,365,215)	(11,141,810)
Change in Due from		(876)		(27,740)		(793)		(2,155)		(2,947)				42				(225,429)		(256,951)
Change in Accounts Payable	312,654	224,729	402,553	339,609	133,039	92,700	140,125	100,044	273,164	192,744	70,437	(6,292)	(737,033)	(508,872)	203,269	125,085	(2,134)	(2,134)	522,910	364,869
Change in Due to	(255,948)	(232,119)	(288,825)	(308,629)	(216,673)	(204,353)	(100,648)	(102,699)	(317,321)	(307,052)	(262,518)	(266,344)	(129,326)	(128,932)	(9,987)	(9,299)	(405,210)	(179,586)	(1,669,134)	(1,431,961)
Change in Accrued Vacation																				
Change in Payroll Liabilities		(25,706)		(25,038)		(42,389)		(7,199)		(49,588)		(20,947)		(13,968)		(34,486)		17,093		(152,639)
Change in Prepaid Expenditures	(97,037)	(5,489)	(41,602)	(3,574)	(50,417)	(3,469)	(42,234)	(2,714)	(92,651)	(6,183)	(22,539)	(4,042)	(18,475)	(2,007)	(94,058)	(4,724)	(7,321)	(27,312)	(373,682)	(53,331)
Change in Deposits																				
Change in Deferred Revenue		(6,000)		(13,000)																(19,000)
Depreciation Expense	112,659	129,278	592,721	610,769	55,312	71,965	58,982	67,872	114,294	139,837	57,252	85,399	586,366	591,129	86,606	109,757			1,549,899	1,666,168
Cash Flow from Investing Activities																				
Capital Expenditures	(13,000)	(151,065)	-	(206,753)	-	(135,898)	(7,725)	(83,633)	(7,725)	(219,530)	-	(235,187)	(38,223)	(74,707)	-	(114,193)			(58,948)	(1,001,437)
Cash Flow from Financing Activities																				
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-
Use - Loans	-	-	(381,148)	(381,148)	-	-	-	-	-	-	-	-	(33,306)	(665,306)	-	-			(414,454)	(1,046,454)
Ending Cash Balance	**1,857,236**	**2,227,459**	**934,037**	**971,644**	**1,121,070**	**1,227,768**	**1,630,783**	**1,802,564**	**2,751,852**	**3,030,333**	**840,590**	**1,172,258**	**65,426**	**(288,797)**	**420,532**	**668,193**	**74,183**	**25,365**	**6,943,857**	**7,806,453**

CAMINO NUEVO CHARTER ACADEMY
2020-21 Cash Flow Forecast
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Actuals as of 3/31/2021

# of months remaining in FY			12	11	10	9	8	7	6	5	4	3	2	1				
State Schedule:			P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1				
District Schedule:			P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1				
	2020-21	2020-21	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL					FORECAST	Budget Variance	
	Budget	Trend	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Accrual	Jul-20 - Jun-21	Better / (Worse)	% Better / (Worse)
2 - State Apportionment Schedule, No Deferrals, Paid on a Lag			0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
1 - District Apportionment Schedule, Paid on Time			6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month			0	0	16	18	16	20	19	18	14	15	20	18		174		
Enrollment	3,374	3367														3367	(7)	0%
Unduplicated Pupil Percentage	83.70%	95%														95%	0	13%
ADA	3,216.40	3218.84														3,218.84	2	
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	21,728,729	21,772,151	1,087,611	1,087,611	1,957,699	1,957,699	1,957,699	1,957,699	1,957,699	-	1,510,032	477,945	471,739	-	7,348,718	21,772,151	43,422	0%
8012 Education Protection Account	5,446,521	5,630,581	-	-	1,361,632	-	-	1,361,630	-	-	1,497,061	2,613	-	-	1,407,645	5,630,581	184,060	3%
8019 Local Control Funding Formula - Prior Year	-	395,134									61,784	19,112	18,864	-	295,373	395,134	395,134	100%
8096 In Lieu of Property Taxes	9,401,023	9,159,306	564,062	1,128,122	752,081	752,081	128,289	1,375,874	752,081	1,316,143	467,141	617,786	617,786	617,786	70,074	9,159,306	(241,717)	-3%
8098 In Lieu of Property Taxes, Prior Year	-	(395,134)	-	-	-	-	-	-	-	-	-	-	-	(395,134)		(395,134)	(395,134)	100%
Total 8011-8098 · Local Control Funding Formula Sources	36,576,273	36,562,038	1,651,673	2,215,733	4,071,412	2,709,780	2,085,988	4,695,203	2,709,780	1,316,143	3,536,018	1,117,456	1,108,389	222,652	9,121,811	36,562,038	(14,235)	0%
8100-8299 · Federal Revenue																		
8181 Special Education - Federal (IDEA)	666,728	655,742	40,004	80,008	53,337	53,337	9,098	97,578	53,337	93,341	37,998	44,841	44,841	44,841	3,183	655,742	(10,985)	-2%
8221 Child Nutrition - Federal	1,764,970	602,137	-	-	-	64,530	-	31,079	-	114,504	58,752	94,200	54,557	57,354	144,056	619,033	(1,145,937)	-65%
8223 CACFP Supper			-	-	-	-	-	-	-	-	-	-	-	-				
8291 Title I	1,588,447	1,543,444	-	-	-	-	-	-	809,216	-	-	385,861	-	-	348,367	1,543,444	(45,003)	-3%
8292 Title II	179,099	165,261	-	-	-	-	-	-	84,818	-	-	41,315	-	-	39,128	165,261	(13,838)	-8%
8294 Title III	144,373	144,373	-	-	-	8,895	-	58,142	-	-	-	36,093	-	-	41,243	144,373	-	
8295 Title IV, SSAE	118,938	119,045	-	-	-	-	-	34,162	-	-	-	29,761	-	-	55,122	119,045	107	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8297 Facilities Incentive Grant	-	-																
8299 All Other Federal Revenue	5,155,095	5,162,397	-	-	3,973,893	-	-	50,025	7,834	-	28,800	396,168	-	-	705,677	5,162,397	7,302	0%
Total 8100-8299 · Other Federal Income	9,617,650	8,392,399	40,004	80,008	4,027,230	126,762	9,098	270,986	955,205	207,845	125,550	1,028,239	99,397	102,195	1,336,775	8,409,295	(1,208,355)	-13%
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	131,420	50,234	-	-	-	5,385	-	2,597	-	7,494	4,903	7,862	4,553	4,782	12,007	49,582	(81,838)	-62%
8550 Mandate Block Grant	74,409	74,409	-	-	-	-	74,403	-	-	-	-	-	-	-	6	74,409	0	0%
8561 State Lottery - Non Prop 20	482,460	482,826	-	-	-	-	-	-	180,469	-	-	120,707	-	-	181,650	482,826	366	0%
8562 State Lottery - Prop 20	157,604	157,723	-	-	-	-	-	-	-	-	-	39,431	-	-	118,292	157,723	120	0%
8560 Lottery Revenue	640,064	640,549	-	-	-	-	-	-	180,469	-	-	160,137	-	-	299,942	640,549	486	0%
8587 State Grant Pass-Through			-	-	-	-	-	-	-	-	-	-	-	-				
8591 SB740	746,761	746,761	-	-	-	-	-	-	-	-	479,044	-	-	-	267,717	746,761	-	
8592 State Mental Health	-	-																
8593 After School Education & Safety	535,922	585,849	-	-	-	-	-	-	380,802	-	146,462	-	-	-	58,585	585,849	49,928	9%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8599 State Revenue - Other	311,916	330,916	19,000	-	311,916	-	-	-	-	-	-	-	-	-		330,916	19,000	6%
Total 8300-8599 · Other State Income	2,440,492	2,428,718	19,000	-	311,916	5,385	74,403	2,597	561,272	7,494	630,409	167,999	4,553	4,782	638,257	2,428,067	(12,425)	-1%
8600-8799 · Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8660 Interest & Dividend Income	99,990	68,000	3,628	0	0	0	26,159	0	14,347	6,216	3,354	6,043	6,043	6,043	-	71,835	(28,155)	-28%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
8692 Grants	98,470	152,195	-	10,000	1,000	59,000	-	28,975	-	10,000	5,165	2,083	2,083	12,583	21,306	152,195	53,725	55%
8694 In Kind Donations	-	107,732	92,732	15,000	-	-	-	-	-	-	-	-	-	-	-	107,732	107,732	100%
8695 Contributions & Events	-	6,025	-	9,021	-	1,049	15	-	-	94	2,019	-	-	-		12,198	12,198	100%
8696 Other Fundraising	3,000	3,000	-	-	-	-	-	-	-	-	-	3,000	-	-		3,000		
8697 E-Rate	106,025	109,231	-	482	9,447	-	8,675	35,354	-	-	21,670	11,201	11,201	11,201	-	109,231	3,206	3%
8698 SELPA Grants	80,000	200,882	-	-	-	-	16,524	104,359	-	-	80,000	-	-	-		200,883	120,883	151%
8699 All Other Local Revenue	-	-	-	-	190	-	13,576	(13,058)	23,349	799	355	-	-	-		25,212	25,212	100%
8792 Transfers of Apportionments - Special Education	2,111,084	2,029,479	126,665	253,330	168,886	168,886	28,809	308,965	168,886	295,552	83,312	134,175	134,175	134,175	23,662	2,029,479	(81,606)	-4%

CAMINO NUEVO CHARTER ACADEMY
2020-21 Cash Flow Forecast
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Actuals as of   3/31/2021

	2020-21 Budget	2020-21 Trend	ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	Apr-21	May-21	Jun-21	Accrual	FORECAST Jul-20 - Jun-21	Budget Variance Better / (Worse)	% Better / (Worse)
Total 8600-8799 · Other Income-Local	2,498,569	2,676,543	223,025	287,834	179,524	228,935	93,758	464,595	206,676	314,587	193,856	156,503	153,503	164,003	44,967	2,711,764	213,195	9%
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	141,279	-	(0)	4,041	50,640	27,079	-	(13,378)	72,897	-	-	-	-	-	141,279	141,279	100%
Total Prior Year Adjustments	-	141,279	-	(0)	4,041	50,640	27,079	-	(13,378)	72,897	-					141,279	141,279	100%
TOTAL INCOME	51,132,984	50,200,977	1,933,702	2,583,575	8,594,123	3,121,502	2,290,325	5,433,381	4,419,554	1,918,967	4,485,833	2,470,197	1,365,842	493,632	11,141,810	50,252,443	(880,541)	-2%
Expense																		
1000 · Certificated Salaries																		
1110 Teachers' Salaries	10,246,872	10,358,755	-	878,123	885,631	978,224	904,790	893,946	897,072	897,324	895,004	941,705	941,705	941,705	-	10,055,229	191,642	2%
1120 Teachers' Hourly	32,329	40,411	-	-	-	-	-	-	385	4,122	4,798	3,953	4,392	1,977	1,098	20,726	11,603	36%
1170 Teachers' Salaries - Substitute	340,184	340,127	-	11,257	18,943	22,695	25,600	23,028	17,296	22,196	29,318	33,273	36,970	16,637	54,710	311,923	28,262	8%
1175 Teachers' Salaries - Stipend/Extra Duty	510,524	601,779	75,444	104,957	2,483	3,348	8,053	131,494	6,985	3,370	2,421	8,819	14,630	86,728	132,713	581,444	(70,921)	-14%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
1215 Certificated Pupil Support - Psychologist	355,000	355,000	23,420	27,802	27,802	30,930	28,584	28,584	28,584	28,584	28,584	29,680	29,680	29,680	-	341,914	13,086	4%
1299 Certificated Pupil Support - Other	669,791	710,734	18,455	27,491	30,959	35,274	34,763	37,302	35,492	37,213	39,462	60,398	59,504	60,398	4,469	481,180	188,611	28%
1300 Certificated Supervisors' & Administrators' Salaries	2,689,869	2,747,757	222,068	210,655	221,924	242,403	219,712	246,402	223,200	218,923	228,923	225,063	226,313	229,313	10,500	2,725,400	(35,531)	-1%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Total 1000 · Certificated Salaries	14,844,568	15,154,561	339,387	1,260,285	1,187,742	1,312,873	1,221,502	1,360,757	1,209,014	1,211,733	1,228,510	1,302,891	1,313,194	1,366,437	203,491	14,517,816	326,752	2%
2000 · Classified Salaries																		
2111 Instructional Aide & Other Salaries	1,321,641	1,355,521	905	86,599	128,934	143,361	135,950	105,759	66,243	117,298	146,383	132,055	148,191	75,384	37,765	1,324,828	(3,187)	0%
2121 After School Staff Salaries	-	-	-	1,085	-	-	-	-	-	-	-	-	-	-	-	1,085	(1,085)	100%
2131 Classified Teacher Salaries	139,235	137,567	10,425	3,400	5,838	6,752	6,134	4,866	3,570	5,089	9,518	13,331	14,231	9,282	2,249	94,684	44,550	32%
2200 Classified Support Salaries	630,826	630,254	32,653	39,554	46,401	45,041	47,826	42,948	35,927	40,221	47,476	54,003	52,865	50,913	10,838	546,666	84,160	13%
2300 Classified Supervisors' & Administrators' Salaries	-	4,000	1,000	-	-	-	-	-	-	-	-	-	-	-	2,000	3,000	(3,000)	100%
2400 Classified Office Staff Salaries	1,125,018	1,134,515	79,561	86,026	87,532	96,144	93,972	108,696	85,737	82,729	98,324	95,576	95,112	99,451	15,571	1,124,431	587	0%
2900 Other Classified Salaries	952,267	985,252	28,396	73,752	85,960	91,733	94,076	89,580	67,313	81,512	92,561	89,308	93,976	74,328	17,578	980,073	(27,806)	-3%
Total 2000 · Classified Salaries	4,168,986	4,247,109	152,941	290,416	354,665	383,031	377,958	351,848	258,790	326,849	394,262	384,272	404,374	309,359	86,001	4,074,767	94,219	2%
3000 · Employee Benefits																		
3111 STRS - State Teachers Retirement System	2,397,398	2,447,462	60,239	201,818	189,720	209,241	194,469	210,617	192,347	193,182	195,657	210,417	212,081	220,680	32,864	2,323,331	74,066	3%
3212 PERS - Public Employee Retirement System	862,980	879,152	37,422	63,097	75,144	82,090	77,782	71,546	55,485	70,178	82,965	79,544	83,705	64,037	17,802	860,798	2,182	0%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
3311 OASDI - Social Security	258,477	263,321	11,124	18,481	22,774	24,552	23,403	22,463	16,436	21,180	25,441	23,825	25,071	19,180	5,332	259,263	(786)	0%
3331 MED - Medicare	275,697	281,324	8,130	22,159	22,065	24,275	22,783	24,416	20,870	21,935	23,149	24,464	24,905	24,299	4,198	267,646	8,051	3%
3401 H&W - Health & Welfare	1,601,676	1,613,916	250,584	134,726	120,193	(38,437)	202,911	(23,620)	266,344	(20,516)	(20,675)	285,563	285,563	(30,635)	74,422	1,486,422	115,253	7%
3501 SUI - State Unemployment Insurance	9,507	9,703	280	767	762	838	780	813	720	756	798	844	859	838	145	9,201	306	3%
3601 Workers' Compensation Insurance	310,974	317,484	66,085	19,296	-	(2,795)	15,728	19,672	19,672	19,672	19,672	19,672	-	-	-	196,672	114,302	37%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
3902 Other Benefits	-	-	-	-	(838)	1	(35,585)	4,194	(4,500)	(2,839)	714	-	-	-	-	(38,853)	38,853	100%
Total 3000 · Employee Benefits	5,716,708	5,812,361	433,865	460,343	429,820	299,765	502,272	330,101	567,373	303,548	327,720	644,328	632,184	298,399	134,762	5,364,480	352,227	6%
4000 · Supplies																		
4111 Core Curricula Materials	125,459	160,446	8,080	33,997	18,413	-	34,451	7,661	1,821	158	32,659	10,904	6,151	6,151	-	160,446	(34,987)	-28%
4211 Books & Other Reference Materials	44,504	43,573	-	520	600	6,248	976	13,448	1,664	4,174	2,778	5,801	5,801	5,801	-	47,810	(3,305)	-7%
4311 Student Materials	671,253	689,652	156,090	31,048	101,348	7,626	139,843	43,072	10,672	28,148	(17,714)	63,173	63,173	63,173	-	689,652	(18,399)	-3%
4351 Office Supplies	107,400	102,900	719	1,625	3,130	2,077	4,325	14,024	2,174	421	2,159	24,082	24,082	24,082	-	102,900	4,500	4%
4371 Custodial Supplies	554,988	497,269	12,220	3,950	132,411	56,643	63,609	31,707	3,204	1,627	30,849	53,683	53,683	53,683	-	497,269	57,719	10%
4391 Food (Non Nutrition Program)	10,920	8,910	16	16	257	70	317	368	130	366	278	2,450	2,450	2,450	-	9,169	1,751	16%
4392 Uniforms	16,000	11,500	-	-	-	-	-	-	-	-	525	3,658	3,658	3,658	-	11,500	4,500	28%
4393 PE & Sports Equipment	13,900	21,101	-	-	4,033	2,377	3,918	147	187	-	619	3,273	3,273	3,273	-	21,101	(7,201)	-52%
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
4399 All Other Supplies	156,852	248,539	14,489	13,002	22,157	560	81,118	34,205	10,502	3,552	16,254	22,371	22,371	22,371	-	262,952	(106,100)	-68%
4390 Other Supplies	197,672	290,050	14,504	17,051	24,791	4,548	81,581	34,761	10,633	4,537	17,057	31,753	31,753	31,753	-	304,722	(107,050)	-54%
4411 Non Capitalized Equipment	2,347,423	1,499,685	43,681	15,916	75,373	52,091	904,011	61,284	44,378	80,113	23,390	66,482	66,482	66,482	-	1,499,685	847,738	36%
4711 Nutrition Program Food & Supplies	1,955,456	687,628	33,041	37,623	26,165	38,197	84,234	50,740	43,459	78,872	33,193	84,356	84,627	52,355	18,424	665,287	1,290,169	66%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Total 4000 · Supplies	6,004,156	3,971,203	268,335	141,731	382,231	167,431	1,313,029	256,697	118,005	198,051	124,370	340,234	335,752	303,480	18,424	3,967,771	2,036,385	34%
5000 · Operating Services																		
5211 Travel & Conferences	19,217	26,287	971	700	440	355	1,759	3,674	418	400	1,518	5,351	5,351	5,351	-	26,287	(7,070)	-37%
5311 Dues & Memberships	68,978	68,908	27,990	890	2,435	1,715	17,080	-	(1,989)	-	-	6,929	6,929	6,929	-	68,908	70	0%

CAMINO NUEVO CHARTER ACADEMY
2020-21 Cash Flow Forecast
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Actuals as of 3/31/2021

	2020-21 Budget	2020-21 Trend		ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	Apr-21	May-21	Jun-21	Accrual	FORECAST Jul-20 - Jun-21	Budget Variance Better / (Worse)	% Better / (Worse)
5451 General Insurance	25,904	30,609	-	26,396	(13,600)	-	-	3,998	-	13,815	-	-	-	-	-	-	30,609	(4,705)	-18%
5511 Utilities	796,269	675,517	-	13,284	15,540	56,014	45,378	76,942	25,336	20,306	64,317	35,298	80,776	80,776	80,776	80,776	675,517	120,752	15%
5521 Security Services	10,410	36,304	-	1,754	-	2,654	2,235	4,655	1,440	4,354	-	5,970	3,650	4,998	4,998	-	36,710	(26,300)	-253%
5531 Housekeeping Services	438,755	285,899	-	57,584	6,205	6,756	2,003	55,884	19,626	16,125	3,189	21,456	32,357	32,357	32,357	-	285,899	152,856	35%
5599 Other Facility Operations & Utilities	308,512	325,116	-	19,955	16,088	25,772	15,120	30,041	21,724	10,265	26,278	10,815	41,686	41,686	41,686	24,000	325,116	(16,605)	-5%
5611 School Rent - Private Facility	1,327,050	1,277,450	-	212,962	106,659	105,955	106,481	105,783	106,303	107,327	105,431	107,141	106,453	106,955	0	-	1,277,450	49,600	4%
5613 School Rent - Prop 39	-	-															-	-	
5619 Other Facility Rentals	65,084	70,847	-	12,208	-	-	20,813	-	-	-	-	-	12,608	12,608	12,608	-	70,847	(5,763)	-9%
5621 Equipment Lease	236,499	210,667	-	15,353	15,865	10,415	22,407	18,416	19,640	16,839	103	19,756	23,958	23,958	23,958	-	210,667	25,832	11%
5631 Vendor Repairs	251,000	245,200	-	5,986	10,610	17,627	4,402	23,232	10,270	11,007	3,645	19,533	34,722	34,722	34,722	34,722	245,200	5,800	2%
5812 Field Trips & Pupil Transportation	25,500	30,500	-	-	-	-	-	-	-	-	-	-	10,167	10,167	10,167	-	30,500	(5,000)	-20%
5821 Legal	17,000	133,750	-	9,549	931	7,750	-	21,658	-	6,349	-	-	5,375	5,375	5,375	5,375	67,737	(50,737)	-298%
5823 Audit	-	-															-	-	
5831 Advertisement & Recruitment	35,000	46,500	-	-	2,209	35	15,000	258	-	2,451	421	1,592	8,178	8,178	8,178	-	46,500	(11,500)	-33%
5841 Contracted Substitute Teachers	4,675	113,509	-	-	3,646	4,618	4,861	16,603	15,171	17,250	17,659	24,528	2,294	2,294	2,294	2,294	113,509	(108,834)	-2328%
5842 Special Education Services	2,081,934	1,543,169	-	7,273	56,631	41,147	29,355	183,356	85,069	93,812	104,992	132,086	209,425	200,008	200,008	200,008	1,543,169	538,765	26%
5843 Non Public School	153,165	93,688	-	5,592	(723)	465	3,185	20,649	2,076	(2,935)	8,146	4,357	13,219	13,219	13,219	13,219	93,688	59,477	39%
5844 After School Services	527,044	643,771	-	-	-	111,311	55,656	55,656	11,500	111,311	55,656	55,656	70,382	70,382	46,261	-	643,771	(116,727)	-22%
5849 Other Student Instructional Services	1,121,116	771,173	-	163,500	-	10,010	163,500	550	-	2,210	163,500	-	90,184	88,859	88,859	-	771,173	349,944	31%
5852 Professional Development	183,436	305,498	-	24,255	29,750	136,275	4,326	4,161	6,471	6,349	-	6,900	33,522	26,745	26,745	-	305,498	(122,062)	-67%
5854 Nursing & Medical (Non-IEP)	27,258	27,258	-	-	-	-	150	-	-	-	-	-	9,036	9,036	9,036	-	27,258	-	
5859 All Other Consultants & Services	181,648	364,371	-	2,438	6,180	4,248	52,866	17,444	26,417	20,055	4,588	74,833	(3,759)	32,286	32,286	94,488	364,371	(182,723)	-101%
5861 Non Instructional Software	569,855	569,834	-	153,390	23,104	81,073	10,812	97,421	66,828	10,827	3,507	4,244	39,542	39,542	39,542	-	569,834	21	0%
5865 Fundraising Cost	-	-	-	92,732	-	-	-	45	601	-	-	2,000	-	-	-	-	95,378	(95,378)	100%
5871 District Oversight Fees	365,763	365,620	-	21,960	43,920	29,281	29,281	4,854	53,705	29,281	25,233	25,233	25,622	25,622	25,622	-	365,620	142	0%
5872 Special Education Fees (SELPA)	555,562	537,044	-	33,334	66,668	44,446	44,446	7,580	81,308	44,446	77,780	24,256	35,803	35,803	35,803	5,372	537,044	18,518	3%
5881 Intra-Agency Fees	5,691,812	5,560,900	-	734,495	-	-	559,356	-	-	-	841,038	1,253,854	489,446	224,722	140,100	1,317,889	5,560,900	130,912	2%
5895 Bad Debt Expense	-	-															-	-	
5899 All Other Expenses	79,177	78,817	-	697	1,636	2,057	12,061	13,353	400	13,176	6,364	1,575	9,166	9,166	9,166	-	78,817	360	0%
5911 Office Phone	90,130	91,452	-	29	6,397	12,174	6,567	1,979	11,416	2,062	6,772	5,548	12,835	12,835	12,835	-	91,452	(1,322)	-1%
5913 Mobile Phone	10,800	14,892	-	-	1,158	2,447	-	2,484	-	1,375	-	3,007	1,405	1,405	1,405	207	14,892	(4,092)	-38%
5921 Internet	132,531	136,539	-	-	11,002	11,022	-	11,108	59,901	(32,000)	-	22,324	17,727	17,727	17,727	-	136,539	(4,008)	-3%
5923 Website Hosting	-	-															-	-	
5931 Postage & Shipping	13,800	14,450	-	972	1,626	413	1,308	4,294	1,086	851	1,975	1,643	1,245	1,245	1,245	-	17,901	(4,101)	-30%
5999 Other Communications	351,861	413,780	-	3,330	7,495	29,420	72,713	31,878	31,912	64,130	8,014	56,319	36,189	36,189	36,189	-	413,780	(61,918)	-18%
Total 5000 · Operating Services	**15,766,746**	**15,109,319**	-	**1,647,988**	**420,588**	**756,259**	**1,286,351**	**833,122**	**661,876**	**589,469**	**1,555,015**	**1,921,442**	**1,465,493**	**1,221,144**	**1,005,446**	**1,778,348**	**15,142,541**	**624,205**	**4%**
6000 · Capital Outlay																			
6901 Depreciation Expense	1,549,899	1,680,077	-	137,420	132,419	132,515	130,767	140,043	142,430	140,989	141,708	142,431	142,022	141,768	141,657	-	1,666,168	(116,269)	-8%
6903 Amortization Expense	-	-															-	-	
6999 Capital Outlay	-	-															-	-	
Total 6000 · Capital Outlay	**1,549,899**	**1,680,077**	-	**137,420**	**132,419**	**132,515**	**130,767**	**140,043**	**142,430**	**140,989**	**141,708**	**142,431**	**142,022**	**141,768**	**141,657**	**-**	**1,666,168**	**(116,269)**	**-8%**
7000 · Other Outgo																			
7438 Interest Expense	385,722	385,722	-	-	-	110,070	-	-	83,739	-	-	108,174	-	-	83,739	-	385,722	(0)	
Total 7000 · Other Outgo	**385,722**	**385,722**	-	**-**	**-**	**110,070**	**-**	**-**	**83,739**	**-**	**-**	**108,174**	**-**	**-**	**83,739**	**-**	**385,722**	**(0)**	
TOTAL EXPENSE	**48,436,783**	**46,360,352**	-	**2,979,936**	**2,705,782**	**3,353,302**	**3,580,219**	**4,387,926**	**3,187,448**	**2,883,640**	**3,736,903**	**4,246,909**	**4,279,240**	**4,048,416**	**3,508,516**	**2,221,027**	**45,119,265**	**3,317,518**	**7%**
NET INCOME	**2,696,200**	**3,840,624**		**(1,046,234)**	**(122,208)**	**5,240,821**	**(458,717)**	**(2,097,601)**	**2,245,933**	**1,535,915**	**(1,817,937)**	**238,924**	**(1,809,043)**	**(2,682,574)**	**(3,014,884)**	**8,920,783**	**5,133,177**	**2,436,977**	**90%**
Beginning Cash Balance	11,088,175	10,771,361		10,771,361	10,775,635	12,120,099	17,192,712	17,353,643	14,060,127	16,008,166	17,851,035	15,644,024	16,225,667	14,292,246	11,398,061	7,806,453	10,771,361	(316,814)	
Cash Flow from Operating Activities																			
Net Income	2,696,200	3,840,624		(1,046,234)	(122,208)	5,240,821	(458,717)	(2,097,601)	2,245,933	1,535,915	(1,817,937)	238,924	(1,809,043)	(2,682,574)	(3,014,884)	8,920,783	5,133,177	2,436,977	
Change in Accounts Receivable																			
Prior Year Accounts Receivable	4,968,107	4,968,107		3,366,544	1,083,554	170,668	132,367	-	-	11,643	-	119,842	1,816	21,621	66,408	-	4,974,462	6,356	
Current Year Accounts Receivable	(11,365,215)	(11,141,810)	-													(11,141,810)	(11,141,810)	223,404	
Change in Due from				(45,592)	(100,207)	(52,333)	196,349	(100,710)	25,081	(114,123)	77,667	82,539	-	-	(225,624)	-	(256,951)	(256,951)	
Change in Accounts Payable	522,910	364,869		(692,480)	(50,510)	(480,390)	(189,303)	176,309	(225,926)	301,416	(517,257)	(5,858)	(207,331)	-	40,543	2,215,655	364,869	(158,041)	
Change in Due to	(1,669,134)	(1,431,961)	-	(1,197,704)	(24,134)	376,488	337,977	(745,667)	-	18,888	-	225,624	(53,805)	(375,000)	-	5,372	(1,431,961)	237,173	
Change in Accrued Vacation	-	-															-	-	
Change in Payroll Liabilities	-	(152,639)		(823,007)	431,146	264,401	16,052	7,111	(6,605)	(33,136)	(30,586)	21,984	-	-	-	-	(152,639)	(152,639)	

CAMINO NUEVO CHARTER ACADEMY
2020-21 Cash Flow Forecast
Prepared by ExED. For use by ExED and ExED clients only. © 2020 ExED

Actuals as of   3/31/2021

				12	11	10	9	8	7	6	5	4	3	2	1				
State Schedule:				P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1				
District Schedule:				P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1				
	2020-21	2020-21		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL					FORECAST	Budget Variance	
	Budget	Trend		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Accrual	Jul-20 - Jun-21	Better / (Worse)	% Better / (Worse)
Change in Prepaid Expenditures	(373,682)	(53,331)	-	347,315	-	-	(964)	(20,231)	(51,744)	(13,908)	7	(4,405)	-	-	(309,402)	-	(53,331)	320,351	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	-	(19,000)	-	(19,000)	-	-	-	-	-	-	-	-	-	-	-	-	(19,000)	(19,000)	
Depreciation Expense	1,549,899	1,666,168	-	137,420	132,419	132,515	130,767	140,043	142,430	140,989	141,708	142,431	142,022	141,768	141,657	-	1,666,168	116,269	
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Capital Expenditures	(58,948)	(1,001,437)	-	(22,988)	(5,596)	(14,932)	(3,596)	(652,771)	(181,129)	(4,815)	(60,614)	(47,916)	(7,080)	-	-	-	(1,001,437)	(942,489)	
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	(414,454)	(1,046,454)	-	-	-	(564,626)	-	-	-	-	-	(191,523)	-	-	(290,306)	-	(1,046,454)	(632,000)	
Ending Cash Balance	**6,943,857**	**6,764,496**		**10,775,635**	**12,120,099**	**17,192,712**	**17,353,643**	**14,060,127**	**16,008,166**	**17,851,035**	**15,644,024**	**16,225,667**	**14,292,246**	**11,398,061**	**7,806,453**	**7,806,453**	**7,806,453**	**862,596**	

CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (March 2021)

① Key Performance Indicators

ADA vs. Budget	⬤	Cash on Hand ⬤
Net Income / (Loss)	⬤	Year-End Cash ⬤

② ADA & Enrollment

Legend: Enrollment · Actual ADA · Budget ADA · Average ADA

KEY POINTS

Due to school closures related to COVID-19, schools are to be funded on FY19-20 ADA. An exception was allowed for new schools and schools that budgeted growing enrollment during FY20-21. For growing schools, ADA can be calculated based on enrollment on Census Day (Oct. 7th) at the state average ADA rate. All of Camino's charters are being forecasted at FY19-20 P2 ADA with the exception of Burlington. As such, an increase of 2.44 ADA is reflected in the forecast for Burlington site.

Camino Nuevo is forecasted to have a net income of $5.1M, $2.4M higher than the revised budget.
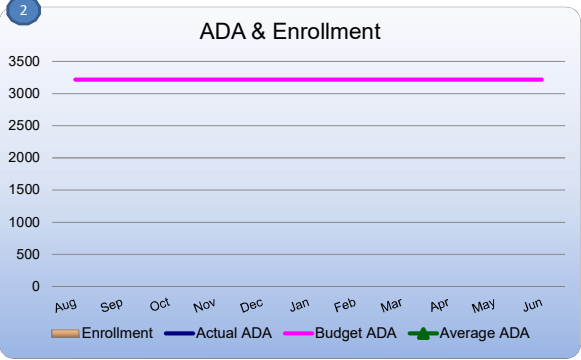
③ Average Daily Attendance Analysis

Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	3,367	3,374	(7)	3,374	3,374
ADA %	95.0%	95.0%	0.0%	95.3%	95.0%
Average ADA	3,218.84	3,216.40	2.44	3,216.40	3,216.40

④ LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.3%	94.9%	-0.4%	96.9%
3-Year Average %	96.4%	96.3%	-0.1%	96.9%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

⑤ INCOME STATEMENT

INCOME STATEMENT	Forecast As of 03/31/21	VS. Budget FY 20-21 Budget	VS. Budget Variance B/(W)	FY 20-21 YTD Actual YTD	FY 20-21 YTD Budget YTD	FY 20-21 YTD Variance B/(W)	Historical FY 19-20	Historical FY 18-19
Local Control Funding Formula	36,562,038	36,576,273	(14,235)	24,991,730	23,766,649	1,225,081	36,599,448	35,940,325
Federal Revenue	8,409,295	9,617,650	(1,208,355)	5,842,690	6,236,798	(394,108)	4,111,838	4,496,695
State Revenue	2,428,067	2,440,492	(12,425)	1,612,475	879,953	732,522	2,178,012	3,448,880
Other Local Revenue	2,577,918	2,397,099	180,819	2,099,997	1,889,388	210,609	2,594,054	2,707,106
Grants/Fundraising	275,125	101,470	173,655	234,069	76,260	157,810	290,775	232,077
TOTAL REVENUE	50,252,443	51,132,984	(880,541)	34,780,961	32,849,048	1,931,913	45,774,128	46,825,082
Total per ADA	15,612	15,898	(286)				14,231	14,340
w/o Grants/Fundraising	15,526	15,866	(340)				14,141	14,269
Certificated Salaries	14,517,816	14,844,568	326,752	10,331,804	10,854,617	522,813	14,590,028	15,370,887
Classified Salaries	4,074,767	4,168,986	94,219	2,890,761	3,046,664	155,904	4,074,554	4,281,418
Benefits	5,364,480	5,716,708	352,227	3,654,807	4,267,409	612,601	5,451,944	5,595,193
Student Supplies	3,967,771	6,004,156	2,036,385	2,969,881	5,205,986	2,236,105	2,840,804	3,293,053
Operating Expenses	15,142,541	15,766,746	624,205	9,672,109	11,295,087	1,622,977	15,850,766	18,681,487
Other	2,051,890	1,935,620	(116,269)	1,542,704	1,474,643	(68,061)	1,996,297	1,886,848
TOTAL EXPENSES	45,119,265	48,436,783	3,317,518	31,062,066	36,144,406	5,082,340	44,804,393	49,108,885
Total per ADA	14,017	15,059	1,042				13,930	15,039
NET INCOME / (LOSS)	5,133,177	2,696,200	2,436,977	3,718,895	(3,295,358)	7,082,314	969,735	(2,283,803)
OPERATING INCOME	6,799,346	4,246,099	2,553,247	4,959,617	(2,122,698)	7,082,314	2,564,627	(811,297)
EBITDA	7,185,067	4,631,821	2,553,247	5,261,600	(1,820,715)	7,082,314	2,966,033	(396,956)

⑥ Cash Balance (in $1,000's)

Legend: Actual and Projected Cash · Budget (Approved)
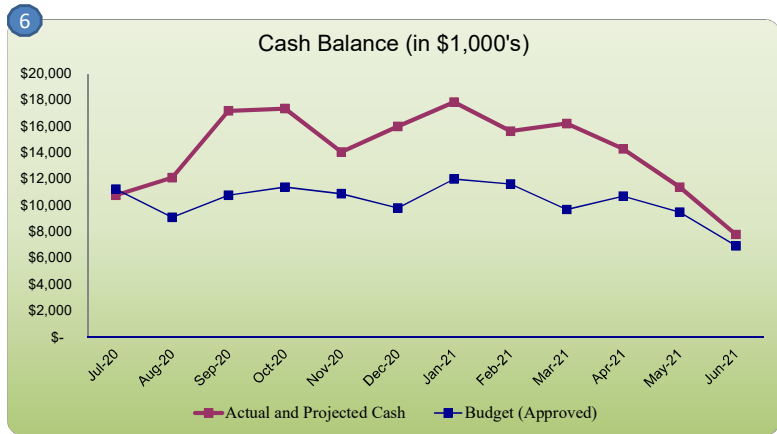
Year-End Cash Balance

Projected	Budget	Variance
7,806,453	6,943,857	862,596

ExED — 20 YEARS OF EXCELLENCE

⑦ Balance Sheet

Balance Sheet	6/30/2020	2/28/2021	3/31/2021	6/30/2021 FC
Assets				
Cash, Operating	10,771,361	15,644,024	16,225,667	7,806,453
Cash, Restricted	0	0	0	0
Accounts Receivable	4,974,462	209,687	89,845	11,141,810
Due From Others	198,461	312,327	229,789	455,412
Other Assets	359,888	99,412	103,817	413,219
Net Fixed Assets	58,120,694	57,968,845	57,874,329	57,455,963
Total Assets	74,424,866	74,234,296	74,523,447	77,272,858
Liabilities				
A/P & Payroll	3,054,300	1,201,536	1,217,662	3,266,530
Due to Others	1,701,100	466,949	692,572	269,139
Deferred Revenue	19,000	0	0	0
Total Debt	20,693,733	20,129,107	19,937,585	19,647,279
Total Liabilities	25,468,133	21,797,592	21,847,819	23,182,948
Equity				
Beginning Fund Bal.	47,986,997	48,956,733	48,956,733	48,956,733
Net Income/(Loss)	969,735	3,479,972	3,718,895	5,133,177
Total Equity	48,956,733	52,436,704	52,675,628	54,089,910
Total Liabilities & Equity	74,424,866	74,234,296	74,523,447	77,272,858

Available Line of Credit				
Days Cash on Hand	91	127	136	66
Cash Reserve %	24.9%	34.7%	37.3%	18.0%

![ExED - 20 Years of Excellence]

CAMINO NUEVO CHARTER ACADEMY
Financial Analysis
March 2021

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of $5.13M in FY20-21 compared to $2.70M in the board approved budget. Reasons for this positive $2.44M variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2021, the school's cash balance was $16.23M. By June 30, 2021, the school's cash balance is projected to be $7.81M, which represents an 18% reserve.

As of March 31, 2021, the Accounts Receivable balance was $90K, down from $210K in the previous month, due to the receipt of revenue earned in FY19-20.

As of March 31, 2021, the Accounts Payable balance, including payroll liabilities, totaled $1.22M, compared to $1.20M in the prior month.

As of March 31, 2021, CNCA had a debt balance of $19.94M compared to $20.13M in the prior month. An additional $290K will be paid this fiscal year. Debt balances consist of the following:

- $10.63M - 3rd St/Prop 55 Long-Term loan due back to the State.
- $9.31M - Prop ID loan due back to the State. CNCA has received confirmation that upon CNHS vacating the premises on 06/30/21, they will be released from this obligation.

Income Statement

Revenue

Total revenue for FY20-21 is projected to be $50.25M, which is $881K or 1.7% under budgeted revenue of $51.13M.

Object Code 8221: Federal Nutrition Revenue is expected to be $1.15M under budget. Due to school closures related to COVID-19, participation rates for the school nutrition program are lower than budgeted. Reduced revenue is offset by decreased nutrition food expenses (**Object 4711**).

Object Code 8520: State Nutrition Revenue is expected to be $82K under budget. Due to school closures related to COVID-19, participation rates for the school nutrition program are lower than budgeted. Reduced revenue is offset by decreased nutrition food expenses (**Object 4711**).

Object Code 8694: In Kind Donations are $108K over budget largely due to a a $93K See's Candy Donation received by the Dalzell Lance site. This is offset by Fundraising Expense (**Object Code 5865**).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 and 10%.

Object Code 8698: SELPA Grants are projected to be $121K over budget based on Round 1 of STEP grants awarded to the charter schools.

Object Code 8999: Prior Year revenue is expected to be $141K over largely due to $91K of SMAA funds & $41k of additional FY19-20 nutrition funds provided by CARES act.

Expenses

Total expenses for FY20-21 are projected to be $45.12M, which is $3.32M or 6.8% under budgeted expenditures of $48.44M.

Object Code 1299: Certificated Pupil Support expense is projected to be $189K under budget as a result of multiple open positions for the SPED Program.

Object Code 2200: Classified Support salaries are projected to be $84K under budget as a result of open nurse or custodian positions across sites during the year.

Object Code 3601: Workers' Compensation expense is projected to be $114K under budget based on final policy details.

Object Code 4390: Other Supplies is projected to be $107K over budget due to the reclassification of personal protective equipment from custodial supplies to all other supplies.

Object Code 4411: Non Capitalized Equipment is projected to be $848K under budget as a result of tech purchases being capitalized.

Object Code 4711: Nutrition Program Food expense is projected to be $1.29M under budget due to school closures related to COVID-19 and commodity credits received. Impact of school closure is offset by decreased nutrition revenue (**Object Code 8220, 8520)**.

Object Code 5511: Utilities expense is projected to be $121K under budget based on lower trends as a result of school closures.

Object Code 5531: Housekeeping Services expense is projected to be $153K under budget due to decreased services needed during school closures.

Object Code 5841: Contracted Substitute Teachers expense is projected to be $109K over budget as a result of additional substitute usage across the charter schools. This is offset by savings in teacher salaries due to teachers on leave or vacant positions.

Object Code 5842: Special Education Services expense is projected to be $539K under budget based on a lower billing trend for special education invoices. This is largely due to decreased or different services being able to be provided in a remote setting.

Object Code 5844: After School Services expense is projected to be $117K over budget due to the inclusion of the final payment for the ASES Kids Code grant as well as additional program services being provided as students return to campus.

Object Code 5849: Other Student Instructional Services expense is projected to be $350K under budget largely due to the reclassification of consultant expenses from this line item to Special Education Consultants (Object 5842), PD Expense (**Object Code 5852**), and Other Consultants (**Object 5859**).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 and 10%.

Object Code 5865: Fundraising Cost expense is $95K over budget. As mentioned above, Dalzell Lance received $93K See's Candy In-kind Donation.

ADA

Budgeted average ADA for FY20-21 is 3216.40 based on an enrollment of 3374 and a 95.0% attendance rate.

The forecast assumes an ADA of 3218.84 based on an enrollment of 3367 and a 95.0% attendance rate.

Due to school closures related to COVID-19, schools are to be funded on FY19-20 ADA. An exception was allowed for new schools and schools that budgeted growing enrollment during FY20-21. For growing schools, ADA can be calculated based on enrollment on Census Day (Oct. 7th) at the state average ADA rate. All of Camino's charters are being forecasted at FY19-20 P2 ADA with the exception of Burlington. As such, an increase of 2.44 ADA is reflected in the forecast for Burlington site.

The ExED dashboard is not reflecting current enrollment. However, it is important for the school to continue to monitor enrollment numbers.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 <u>and</u> 10%.

Cover Sheet

Draft FY21-22 Budget

Section: V. Finance
Item: B. Draft FY21-22 Budget
Purpose: FYI
Submitted by: EXED, Sonia Oliva
Related Material: 21-22 CNCA Consolidated Budget Summary - 05.05.21.pdf

Camino Nuevo Charter Academy
Consolidated Budget Summary
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	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
Enrollment	577	590	708	688	516	437	264	256	780	693	637	590	451	508	-	-	3,153	3,069
ADA	551.09	560.50	670.18	653.60	459.07	415.15	260.12	243.20	719.19	658.35	606.12	560.50	426.95	482.60	-	-	2,973.53	2,915.55
ADA %	-	95%	-	95%	-	95%	-	95%	-	95%	-	95%	-	95%	-	-	-	95%
UPP	-	100%	-	93%	-	99%	-	94%	-	97%	-	91%	-	96%	-	0%	-	82%
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	3,444,729	3,780,899	4,097,727	4,282,183	2,919,810	2,829,559	1,539,941	1,548,270	4,459,751	4,377,829	3,686,190	3,646,647	4,187,420	4,967,596	-	-	19,875,817	21,055,155
8012 Education Protection Account	1,041,535	1,059,320	1,312,997	1,239,075	892,741	781,205	505,848	457,640	1,398,590	1,238,845	1,185,349	1,060,661	85,390	96,520	-	-	5,023,861	4,694,420
8019 Local Control Funding Formula - Prior Year	-	-	81,419	-	55,770	-	31,602	-	87,372	-	73,655	-	53,006	-	-	-	295,452	-
8096 In Lieu of Property Taxes	1,610,748	1,594,920	1,907,017	1,859,838	1,306,297	1,181,322	740,179	692,033	2,046,477	1,873,355	1,724,733	1,594,920	1,214,899	1,373,253	-	-	8,503,874	8,296,285
8098 In Lieu of Property Taxes, Prior Year	(81,419)	-	(55,770)	-	(31,602)	-	(87,372)	-	(73,655)	-	(53,006)	-	-	-	-	-	(295,452)	-
Total 8011-8098 · Local Control Funding Formula Sources	6,097,013	6,435,139	7,317,741	7,381,096	5,118,849	4,792,085	2,785,969	2,697,943	7,904,817	7,490,028	6,596,272	6,302,228	5,487,709	6,437,369	-	-	33,403,551	34,045,860
8100-8299 · Federal Revenue																		
8181 Special Education - Federal (IDEA)	112,268	114,185	136,529	133,151	93,522	84,574	52,992	49,545	146,513	134,119	123,479	114,185	86,978	98,315	-	-	605,768	593,956
8221 Child Nutrition - Federal	225,111	570,561	80,264	512,703	133,047	397,969	1,106	145,980	134,153	543,949	78,699	377,030	56,105	224,523	-	-	574,332	2,228,764
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	310,690	310,690	277,131	234,893	224,332	213,116	127,121	115,832	351,453	328,948	259,000	207,936	200,685	182,909	-	-	1,398,959	1,265,376
8292 Title II	29,060	29,060	33,762	28,616	24,531	23,304	13,900	12,666	38,431	35,970	29,605	23,768	22,232	20,263	-	-	153,090	137,677
8294 Title III	35,578	41,756	25,854	28,257	32,718	31,346	11,211	11,783	43,930	43,129	22,880	22,194	9,038	10,754	-	-	137,280	146,089
8295 Title IV, SSAE	23,814	23,814	20,868	17,687	17,195	16,335	9,744	9,744	26,939	26,079	19,852	15,938	15,382	14,019	-	-	106,855	97,538
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	897,002	-	1,038,567	-	711,167	-	402,991	-	1,114,158	-	912,469	-	745,383	-	-	-	4,707,579	-
Total 8100-8299 · Other Federal Income	1,633,523	1,090,066	1,612,975	955,308	1,236,512	766,644	619,065	345,550	1,855,577	1,112,193	1,445,984	761,051	1,135,803	550,782	-	-	7,683,863	4,469,400
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	18,777	47,612	6,689	42,363	11,046	33,289	656	11,831	11,703	45,120	6,568	31,436	4,683	17,435	-	-	48,419	183,966
8550 Mandate Block Grant	9,252	9,432	11,301	11,470	7,741	7,857	4,386	4,452	12,127	12,309	10,221	10,374	20,011	20,311	-	-	62,911	63,897
8561 State Lottery - Non Prop 20	82,664	84,075	100,527	98,040	68,861	62,273	39,018	36,480	107,879	98,753	90,918	84,075	64,043	72,390	-	-	446,030	437,333
8562 State Lottery - Prop 20	27,003	27,465	32,839	32,026	22,494	20,342	12,746	11,917	35,240	32,259	29,700	27,465	20,921	23,647	-	-	145,703	142,862
8560 Lottery Revenue	109,667	111,540	133,366	130,066	91,355	82,615	51,764	48,397	143,119	131,012	120,618	111,540	84,963	96,037	-	-	591,732	580,194
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	295,637	295,637	-	-	-	-	131,357	123,147	131,357	123,147	-	-	319,767	299,926	-	-	746,761	718,710
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety	177,559	177,559	177,559	177,559	177,559	177,559	-	-	177,559	177,559	53,172	53,172	-	-	-	-	585,849	585,849
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 State Revenue - Other	57,703	-	75,507	-	43,101	-	24,423	-	67,524	-	56,365	-	46,868	-	-	-	303,967	-
Total 8300-8599 · Other State Income	668,594	641,779	404,421	361,459	330,802	301,320	212,587	187,827	543,389	489,147	246,943	206,521	476,293	433,710	-	-	2,339,640	2,132,616
8600-8799 · Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	21,000	15,000	12,000	10,000	17,490	12,000	6,000	5,000	23,490	17,000	12,000	10,000	18,000	14,000	-	-	86,490	66,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	15,500	10,000	22,470	100,000	10,500	2,500	34,875	-	45,375	2,500	38,850	-	25,000	-	-	-	147,195	112,500
8694 In Kind Donations	-	-	-	-	15,000	-	-	-	15,000	-	-	-	92,732	-	-	-	107,732	-
8695 Contributions & Events	3,016	-	3,019	-	3,013	-	1,000	-	4,013	-	17	-	106	-	-	-	10,172	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	13,440	13,440	14,776	14,776	14,776	14,776	14,776	14,776	29,552	29,552	14,776	14,776	16,741	16,741	-	-	89,284	89,284

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
8698 SELPA Grants	14,180	-	121,870	-	17,482	-	9,907	-	27,389	-	16,524	-	16,724	-	-	-	196,687	-
8699 All Other Local Revenue	2,565	-	5,906	-	2,019	-	391	-	2,409	-	6,033	-	5,909	-	-	-	22,822	-
8792 Transfers of Apportionments - Special Education	347,462	353,395	422,548	412,095	289,444	261,752	164,006	153,338	453,449	415,090	382,159	353,395	269,192	304,279	-	-	1,874,811	1,838,254
Total 8600-8799 · Other Income-Local	**417,163**	**391,835**	**602,589**	**536,871**	**369,724**	**291,028**	**230,954**	**173,114**	**600,678**	**464,142**	**470,359**	**378,171**	**444,403**	**335,020**	**-**	**-**	**2,535,192**	**2,106,039**
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	(1,165)	-	16,039	-	12,539	-	7,652	-	20,192	-	14,167	-	11,048	-	-	-	60,280	-
Total Prior Year Adjustments	**(1,165)**	**-**	**16,039**	**-**	**12,539**	**-**	**7,652**	**-**	**20,192**	**-**	**14,167**	**-**	**11,048**	**-**	**-**	**-**	**60,280**	**-**
TOTAL INCOME	**8,815,128**	**8,558,819**	**9,953,765**	**9,234,733**	**7,068,426**	**6,151,078**	**3,856,226**	**3,404,432**	**10,924,653**	**9,555,510**	**8,773,726**	**7,647,971**	**7,555,255**	**7,756,881**	**-**	**-**	**46,022,526**	**42,753,915**
Expense																		
1000 · Certificated Salaries																		
1110 Teachers' Salaries	1,667,747	1,847,905	2,029,119	2,198,217	1,275,928	1,409,791	721,710	794,094	1,997,637	2,203,885	1,991,389	2,177,716	1,556,687	1,961,295	-	-	9,242,579	10,389,018
1120 Teachers' Hourly	-	-	20,151	42,000	-	-	-	-	-	-	-	-	-	-	-	-	20,151	42,000
1170 Teachers' Salaries - Substitute	51,690	53,723	71,200	61,050	38,215	44,400	29,223	24,050	67,438	68,450	51,650	62,900	42,778	51,870	-	-	284,755	297,993
1175 Teachers' Salaries - Stipend/Extra Duty	97,520	99,610	66,943	99,870	76,296	107,450	36,276	24,790	112,572	132,240	96,224	95,920	109,873	101,255	-	-	483,132	528,895
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	57,767	69,273	70,566	80,779	48,031	50,956	27,393	30,292	75,424	81,249	69,579	66,807	44,933	62,228	-	-	318,269	360,335
1299 Certificated Pupil Support - Other	82,782	110,963	152,470	203,650	64,862	81,624	37,484	48,523	102,346	130,146	85,395	107,013	64,391	99,678	-	-	487,383	651,451
1300 Certificated Supervisors' & Administrators' Salaries	426,181	436,908	410,560	439,746	389,034	394,265	257,335	273,159	646,368	667,424	413,776	423,846	546,131	576,601	-	-	2,443,016	2,544,526
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**2,383,687**	**2,618,381**	**2,821,008**	**3,125,312**	**1,892,365**	**2,088,486**	**1,109,420**	**1,194,908**	**3,001,786**	**3,283,394**	**2,708,012**	**2,934,202**	**2,364,793**	**2,852,928**	**-**	**-**	**13,279,286**	**14,814,217**
2000 · Classified Salaries																		
2111 Instructional Aide & Other Salaries	289,091	334,221	307,453	314,618	184,048	189,491	36,421	65,768	220,469	255,258	326,645	341,325	90,171	174,699	-	-	1,233,829	1,420,120
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	1,085	-	-	-	-	-	1,085	-
2131 Classified Teacher Salaries	69,849	116,041	4,000	-	29,714	37,000	2,200	27,750	31,914	64,750	1,875	-	-	-	-	-	107,639	180,791
2200 Classified Support Salaries	109,368	113,209	112,497	142,574	85,715	102,671	51,461	55,785	137,177	158,456	61,957	108,776	74,978	80,127	-	-	495,976	603,142
2300 Classified Supervisors' & Administrators' Salaries	-	-	1,000	-	1,000	-	-	-	1,000	-	1,000	-	-	-	-	-	3,000	-
2400 Classified Office Staff Salaries	164,361	173,481	163,305	178,205	172,541	204,980	118,608	140,040	291,150	345,020	183,868	193,452	175,145	184,322	-	-	977,828	1,074,480
2900 Other Classified Salaries	161,036	202,264	192,669	220,857	138,682	183,713	81,984	116,296	220,666	300,009	229,309	271,730	134,219	178,050	-	-	937,900	1,172,910
Total 2000 · Classified Salaries	**793,706**	**939,217**	**780,923**	**856,254**	**611,701**	**717,855**	**290,675**	**405,638**	**902,376**	**1,123,493**	**805,738**	**915,283**	**474,513**	**617,198**	**-**	**-**	**3,757,257**	**4,451,444**
3000 · Employee Benefits																		
3111 STRS - State Teachers Retirement System	380,178	443,030	455,468	528,803	298,760	353,372	177,747	202,178	476,507	555,550	436,592	496,467	384,170	482,715	-	-	2,132,916	2,506,566
3212 PERS - Public Employee Retirement System	170,211	216,020	159,829	196,938	131,630	165,107	58,332	93,297	189,962	258,403	166,473	210,515	99,528	141,955	-	-	786,003	1,023,832
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	50,576	58,231	48,262	53,088	39,660	44,507	18,154	25,150	57,814	69,657	49,529	56,748	29,472	38,266	-	-	235,653	275,990
3331 MED - Medicare	45,936	51,585	51,953	57,733	36,171	40,692	20,041	23,208	56,212	63,900	50,661	55,818	41,124	50,317	-	-	245,886	279,352
3401 H&W - Health & Welfare	276,057	302,813	302,251	340,802	238,811	280,468	84,232	93,111	323,043	373,580	262,175	334,203	229,617	295,267	-	-	1,393,142	1,646,665
3501 SUI - State Unemployment Insurance	1,583	43,758	1,791	48,973	1,245	34,518	692	19,687	1,938	54,205	1,717	47,349	1,422	42,683	-	-	8,451	236,968
3601 Workers' Compensation Insurance	37,219	43,340	36,135	41,542	22,138	25,803	15,126	17,983	37,264	43,786	39,560	45,074	30,334	38,557	-	-	180,513	212,298
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	(6,064)	-	(4,853)	-	(2,285)	-	(3,296)	-	(5,581)	-	(6,795)	-	(7,577)	-	-	-	(30,869)	-
Total 3000 · Employee Benefits	**955,697**	**1,158,777**	**1,050,836**	**1,267,879**	**766,132**	**944,466**	**371,028**	**474,613**	**1,137,160**	**1,419,080**	**999,911**	**1,246,173**	**808,090**	**1,089,760**	**-**	**-**	**4,951,693**	**6,181,670**
4000 · Supplies																		
4111 Core Curricula Materials	82,261	1,800	19,730	92,200	1,071	1,071	6,257	3,607	7,328	4,678	8,255	13,255	18,415	22,625	-	-	135,989	134,558
4211 Books & Other Reference Materials	13,116	1,000	8,129	7,000	12,825	3,325	1,754	375	14,578	3,700	4,356	4,000	4,598	13,000	-	-	44,777	28,700
4311 Student Materials	134,814	59,100	115,298	58,001	106,827	46,347	59,267	26,490	166,094	72,836	95,970	62,674	81,493	54,420	-	-	593,668	307,031
4351 Office Supplies	13,500	18,600	14,400	18,000	19,200	19,200	12,000	12,000	31,200	31,200	15,600	15,600	13,200	13,200	-	-	87,900	96,600
4371 Custodial Supplies	77,303	13,720	95,315	12,000	92,306	21,600	47,966	12,000	140,272	33,600	97,746	18,000	89,448	20,400	-	-	500,084	97,720
4391 Food (Non Nutrition Program)	2,400	11,150	344	8,600	3,600	14,000	2,400	7,750	6,000	21,750	259	12,167	1,680	10,830	-	-	10,682	64,497
4392 Uniforms	1,500	9,800	2,000	5,000	1,500	8,055	-	3,840	1,500	11,895	2,000	4,000	6,500	15,620	-	-	13,500	46,315
4393 PE & Sports Equipment	900	4,000	5,000	5,000	1,000	4,000	4,918	4,000	5,918	8,000	6,783	6,000	2,500	2,500	-	-	21,101	25,500
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	26,724	12,220	42,500	14,064	22,566	11,311	15,750	8,518	38,316	19,829	28,640	18,270	41,500	30,024	-	-	177,680	94,407

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	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
4390 Other Supplies	31,524	37,170	49,844	32,664	28,666	37,366	23,068	24,108	51,734	61,474	37,682	40,437	52,180	58,974	-	-	222,964	230,719
4411 Non Capitalized Equipment	330,856	16,309	446,855	12,409	355,625	14,288	122,940	8,656	478,566	22,944	362,298	17,048	321,809	18,398			1,940,382	87,108
4711 Nutrition Program Food & Supplies	239,438	625,163	89,707	566,844	153,663	441,037	3,352	150,135	157,015	591,172	91,138	438,769	65,524	248,956			642,822	2,470,905
4713 CACFP Supper Food & Supplies																		
Total 4000 · Supplies	**922,812**	**772,862**	**839,277**	**799,118**	**770,183**	**584,234**	**276,604**	**237,371**	**1,046,787**	**821,604**	**713,044**	**609,782**	**646,666**	**449,973**	**-**	**-**	**4,168,586**	**3,453,340**
5000 · Operating Services																		
5211 Travel & Conferences	16,000	29,000	2,000	49,000	700	8,000	1,597	1,597	2,297	9,597		8,000	3,590	16,620			23,887	112,217
5311 Dues & Memberships	9,600	9,330	11,420	11,220	6,947	6,157	3,270	3,060	10,217	9,217	8,500	8,050	13,640	14,100			53,377	51,917
5451 General Insurance					3,784		24,073	25,277	27,857	25,277			3,998	3,904			31,855	29,181
5511 Utilities	136,123	144,523	95,520	104,466	113,800	142,541	49,505	49,505	163,305	192,046	127,924	127,924	120,870	120,870			643,742	689,829
5521 Security Services	30,108	40,740	1,108	1,400	142	500	1,881	2,300	2,023	2,800	188	500	4,590	5,090			38,017	50,530
5531 Housekeeping Services	60,588	86,550	52,488		49,116	106,000			49,116	106,000	94,276	13,500	61,003	66,723			317,471	272,773
5599 Other Facility Operations & Utilities	45,556	40,904	44,993	44,993	61,214	61,875	21,685	21,685	82,899	83,560	69,955	69,955	55,841	55,841			299,243	295,253
5611 School Rent - Private Facility	575,176	575,176					218,928	218,928	218,928	218,928			532,946	533,202			1,327,050	1,327,306
5613 School Rent - Prop 39																		
5619 Other Facility Rentals	15,393	8,011	12,638	14,638			5,658	6,658	5,658	6,658			21,158	21,158			54,847	50,465
5621 Equipment Lease	50,114	46,964	28,350	25,200	38,414	38,414	17,062	17,062	55,476	55,476	21,380	21,380	56,608	53,458			211,929	202,479
5631 Vendor Repairs	48,000	43,000	40,000	30,000	44,000	44,000	25,000	25,000	69,000	69,000	40,000	40,000	50,000	25,000			247,000	207,000
5812 Field Trips & Pupil Transportation								5,400		5,400		6,000	18,000	23,000			18,000	34,400
5821 Legal					6,887				6,887		39,350	15,000					46,237	15,000
5823 Audit																		
5831 Advertisement & Recruitment	5,000	5,000	20,000	5,000	5,000	5,000	5,000	5,000	10,000	10,000	21,000	5,000	5,000	5,000			61,000	30,000
5841 Contracted Substitute Teachers	1,875		52,645		10,200		277		10,477		4,209		2,300	1,800			71,506	1,800
5842 Special Education Services	360,821	330,000	508,931	459,250	304,371	198,000	123,810	110,000	428,181	308,000	472,500	157,500	181,741	174,300			1,952,174	1,429,050
5843 Non Public School	2,956		75,185	75,185							90,547	2,980					168,688	78,165
5844 After School Services	187,912	177,559	190,559	177,559	168,681	177,559			168,681	177,559	53,172	53,172					600,324	585,849
5849 Other Student Instructional Services	143,100	98,460	253,133	137,209	114,954		64,533		179,487		235,164	8,840	185,333	137,440			996,218	381,949
5852 Professional Development	43,877	2,813	37,060	2,125	45,334	19,675	38,252	19,413	83,586	39,088	36,428	18,250	49,063	3,963			250,014	66,238
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	6,000	3,500	3,500	2,500	2,500	6,000	6,000	6,658	6,658	2,000	2,000			24,758	24,758
5859 All Other Consultants & Services	33,420	24,028	24,058	13,946	52,212	36,375	17,878	7,608	70,090	43,983	39,455	33,803	25,412	31,129			192,436	146,890
5861 Non Instructional Software	95,007	54,408	102,687	61,741	84,621	49,244	51,398	32,336	136,019	81,580	106,857	64,588	77,337	46,751			517,907	309,067
5865 Fundraising Cost			646										92,732				93,378	
5871 District Oversight Fees	60,970	64,351	73,177	73,811	51,188	47,921	27,860	26,979	79,048	74,900	65,963	63,022	54,877	64,374			334,036	340,459
5872 Special Education Fees (SELPA)	91,946	93,516	111,816	109,049	76,593	69,265	43,399	40,576	119,993	109,842	101,127	93,516	71,234	80,519			496,116	486,442
5881 Intra-Agency Fees	972,612	987,436	1,090,539	1,055,910	773,646	703,160	429,928	400,213	1,203,574	1,103,374	981,751	894,701	844,288	915,339			5,092,765	4,956,759
5895 Bad Debt Expense																		
5899 All Other Expenses	11,787	11,737	14,482	14,482	11,025	11,025	5,422	5,422	16,447	16,447	11,590	11,590	13,305	13,305			67,612	67,562
5911 Office Phone	20,616	20,616	9,492	9,492	13,764	13,764	7,966	7,966	21,730	21,730	8,640	9,528	16,716	16,716			77,194	78,082
5913 Mobile Phone	792	792	1,512	1,512	4,020	4,020	1,512	1,512	5,532	5,532	2,400	3,600	840	840			11,076	12,276
5921 Internet	16,800	16,800	18,470	18,470	18,470	18,470	18,470	18,470	36,940	36,940	18,470	18,470	20,926	20,926			111,605	111,605
5923 Website Hosting																		
5931 Postage & Shipping	1,040	800	2,737	1,250	3,500	3,500	1,242	500	4,742	4,000	2,000	2,000	5,000	5,000			15,519	13,050
5999 Other Communications	67,983		80,795		60,764		33,461		94,225		68,912		49,058				360,972	
Total 5000 · Operating Services	**3,109,271**	**2,916,615**	**2,962,442**	**2,502,909**	**2,126,849**	**1,767,966**	**1,241,567**	**1,054,968**	**3,368,416**	**2,822,934**	**2,728,415**	**1,757,526**	**2,639,406**	**2,458,367**	**-**	**-**	**14,807,951**	**12,458,351**
6000 · Capital Outlay																		
6901 Depreciation Expense	128,945	133,720	610,752	612,439	71,909	68,496	66,032	69,667	137,941	138,164	85,452	88,205	108,614	107,140			1,071,704	1,079,667
6903 Amortization Expense																		
6999 Capital Outlay																		
Total 6000 · Capital Outlay	**128,945**	**133,720**	**610,752**	**612,439**	**71,909**	**68,496**	**66,032**	**69,667**	**137,941**	**138,164**	**85,452**	**88,205**	**108,614**	**107,140**	**-**	**-**	**1,071,704**	**1,079,667**
7000 · Other Outgo																		
7438 Interest Expense			218,244	210,583													218,244	210,583
Total 7000 · Other Outgo	**-**	**-**	**218,244**	**210,583**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**			**218,244**	**210,583**
TOTAL EXPENSE	**8,294,118**	**8,539,573**	**9,283,483**	**9,374,493**	**6,239,139**	**6,171,504**	**3,355,326**	**3,437,165**	**9,594,464**	**9,608,669**	**8,040,573**	**7,551,172**	**7,042,082**	**7,575,365**	**-**	**-**	**42,254,721**	**42,649,272**
NET INCOME	**521,009**	**19,247**	**670,281**	**(139,759)**	**829,288**	**(20,426)**	**500,901**	**(32,733)**	**1,330,188**	**(53,159)**	**733,153**	**96,799**	**513,173**	**181,516**	**-**	**-**	**3,767,805**	**104,643**

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend	2020-21	2021-22 Trend
Beginning Cash Balance	2,447,139	2,092,074	1,117,681	935,736	1,370,760	1,236,746	1,547,603	1,804,274	2,918,363	3,041,020	1,291,459	944,538	1,190,599	652,789	442,732	21,442	9,407,973	7,687,600
Cash Flow from Operating Activities																		
Net Income	521,009	19,247	670,281	(139,759)	829,288	(20,426)	500,901	(32,733)	1,330,188	(53,159)	733,153	96,799	513,173	181,516	-	-	3,767,805	104,643
Change in Accounts Receivable	-		-		-		-		-		-		-		-		-	
Prior Year Accounts Receivable	979,888	2,096,581	1,027,255	2,150,207	631,844	1,568,976	478,632	838,994	1,110,475	2,407,970	933,762	1,881,768	507,473	1,952,061	-	-	4,558,853	10,488,587
Current Year Accounts Receivable	(2,096,581)	(2,405,584)	(2,150,207)	(2,195,101)	(1,568,976)	(1,409,312)	(838,994)	(896,195)	(2,407,970)	(2,305,508)	(1,881,768)	(1,768,855)	(1,952,061)	(2,615,264)	-	-	(10,488,587)	(11,290,313)
Change in Due from	(1,174)		(27,696)		(15,705)		(1,772)		(17,477)		-		-		115		(46,233)	
Change in Accounts Payable	516,712	(33,503)	612,732	(35,529)	298,877	(27,051)	222,546	(13,564)	521,423	(40,616)	311,388	(34,792)	392,622	(28,876)	(2,134)	(2,027)	2,352,743	(175,343)
Change in Due to	(232,937)	-	(309,770)	-	(205,094)	-	(103,185)	-	(308,279)	-	(267,380)	-	(10,029)	-	(405,210)	-	(1,533,604)	-
Change in Accrued Vacation	-		-		-		-		-		-		-		-		-	
Change in Payroll Liabilities	(19,310)	-	(29,876)	-	(41,633)	-	(6,983)	-	(48,615)	-	(23,404)	-	(25,426)	-	13,251	-	(133,380)	-
Change in Prepaid Expenditures	(5,489)	(102,801)	(3,574)	(45,354)	(3,469)	(54,060)	(2,714)	(45,084)	(6,183)	(99,143)	(4,042)	(26,782)	(4,724)	(99,018)	(27,312)	(15,000)	(51,324)	(388,098)
Change in Deposits	-		-		-		-		-		-		-		-		-	
Change in Deferred Revenue	(6,000)	-	(13,000)	-	-		-		-		-		-		-		(19,000)	-
Depreciation Expense	128,945	133,720	610,752	612,439	71,909	68,496	66,032	69,667	137,941	138,164	85,452	88,205	108,614	107,140	-	-	1,071,704	1,079,667
Cash Flow from Investing Activities	-		-		-		-		-		-		-		-		-	
Capital Expenditures	(140,128)	(1,540)	(187,694)	-	(131,053)	-	(57,791)	-	(188,844)	-	(234,083)	-	(67,452)	-	-	-	(818,200)	(1,540)
Cash Flow from Financing Activities	-		-		-		-		-		-		-		-		-	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(381,148)	(388,810)	-	-	-	-	-	-	-	-	-	-	-	-	(381,148)	(388,810)
Ending Cash Balance	2,092,074	1,798,194	935,736	893,828	1,236,746	1,363,370	1,804,274	1,725,359	3,041,020	3,088,729	944,538	1,180,880	652,789	150,348	21,442	4,415	7,687,600	7,116,393

Cover Sheet

Finance Committee Update

Section: VI. Finance Committee Update
Item: A. Finance Committee Update
Purpose: Vote
Submitted by:
Related Material: MIRfacilityletter. CSFA.OPSC.pdf

CALIFORNIA SCHOOL FINANCE AUTHORITY

300 S. Spring Street, Suite 8500
Los Angeles, CA 90013
p (213) 620-4608
f (213) 620-6309

csfa@treasurer.ca.gov
www.treasurer.ca.gov/csfa

March 7, 2021

John Lemmo, Esq.
Procopio
525 B Street, Suite 2200
San Diego, CA 92101

Re: Charter School Facilities Program

Dear Mr. Lemmo:

I am writing in response to your e-mail on February 18, 2021, on behalf of your client, Camino Nuevo Charter Academy High School ("Camino" or "School") (CDS Code: 19-64733-0106435). You informed us that your client, Camino, plans to close its school located at 1215 Miramar St, Los Angeles, CA 90026, in June 2021. Based on the planned closure, you asked for our guidance related to the school's obligation under the state's Charter School Facilities Program ("Program"). As you are probably aware, Camino abandoning the school would constitute a default under Paragraph 5.1, subparagraph 9, of the Program Funding Agreement entered into by Camino, the California School Finance Authority, and the State Allocation Board (collectively referred to as the "State") in 2011. Based on this default, the State would move to terminate the agreement and work with the Los Angeles Unified School District to initiate finding a successor school for the site.

In accordance with the Program's Funding Agreement, Paragraph 5.2 A. 2., "On the termination of this Agreement for any reason, any steps the School District takes to [find a successor school] shall in no way release the Charter School from its payment obligations that accrued prior to the last date upon which the Charter School had beneficial ownership and use of the facility."

We interpret the language in this paragraph to limit any liability for abandoning the facility to the period that your client actually occupies the school. Therefore, provided that your client remains current on its payments until they close, and vacate the facility, your client will have no financial liability for claims directly related to abandoning the school site during the term of the Funding Agreement. Please note that this is limited solely to damages for abandoning the facility, the State does not waive any other claims it may be entitled to under any agreements with your client or the law.

Thank you for reaching out to us regarding this matter. If you have any further questions, please feel free to contact me at kjohantgen@treasurer.ca.gov or at (213) 219-9882.

Sincerely,

Katrina M. Johantgen
Executive Director

Cover Sheet

CEO Report: Annual Oversight Reports: CNCA 1, CNCA 2, CNCA 4, & CNHS 1

Section: VII. CEO Update
Item: A. CEO Report: Annual Oversight Reports: CNCA 1, CNCA 2,
CNCA 4, & CNHS 1
Purpose: Discuss
Submitted by: Adriana Abich
Related Material: CEO Update.May.pptx
CNCA1 2017 Annual PBOV Report 2020-2021.pdf
CNCA2 5987 - Annual PBOV Report 2020-2021.pdf
CNCA4 2251 - Annual PBOV Report 2020-2021.pdf
CNCHS1 8570 Annual PBOV Report 2020-2021.pdf

BACKGROUND:
CEO Update: LAUSD Oversight Reports, Miramar Update

RECOMMENDATION:
Information

CEO Update

May, 2021

LAUSD Oversight Reports 2020-2021

LAUSD Oversight – Annually

Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

Burlington – Oversight Results

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	3	4

Miramar – Oversight Results

	SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory		
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	2	3	3

Kayne Siart – Oversight Results

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	2	3	4

CAS/EIS – Oversight Results

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	1	3	4

Cisneros – Oversight Results

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	3	4

School Site Review – All Schools
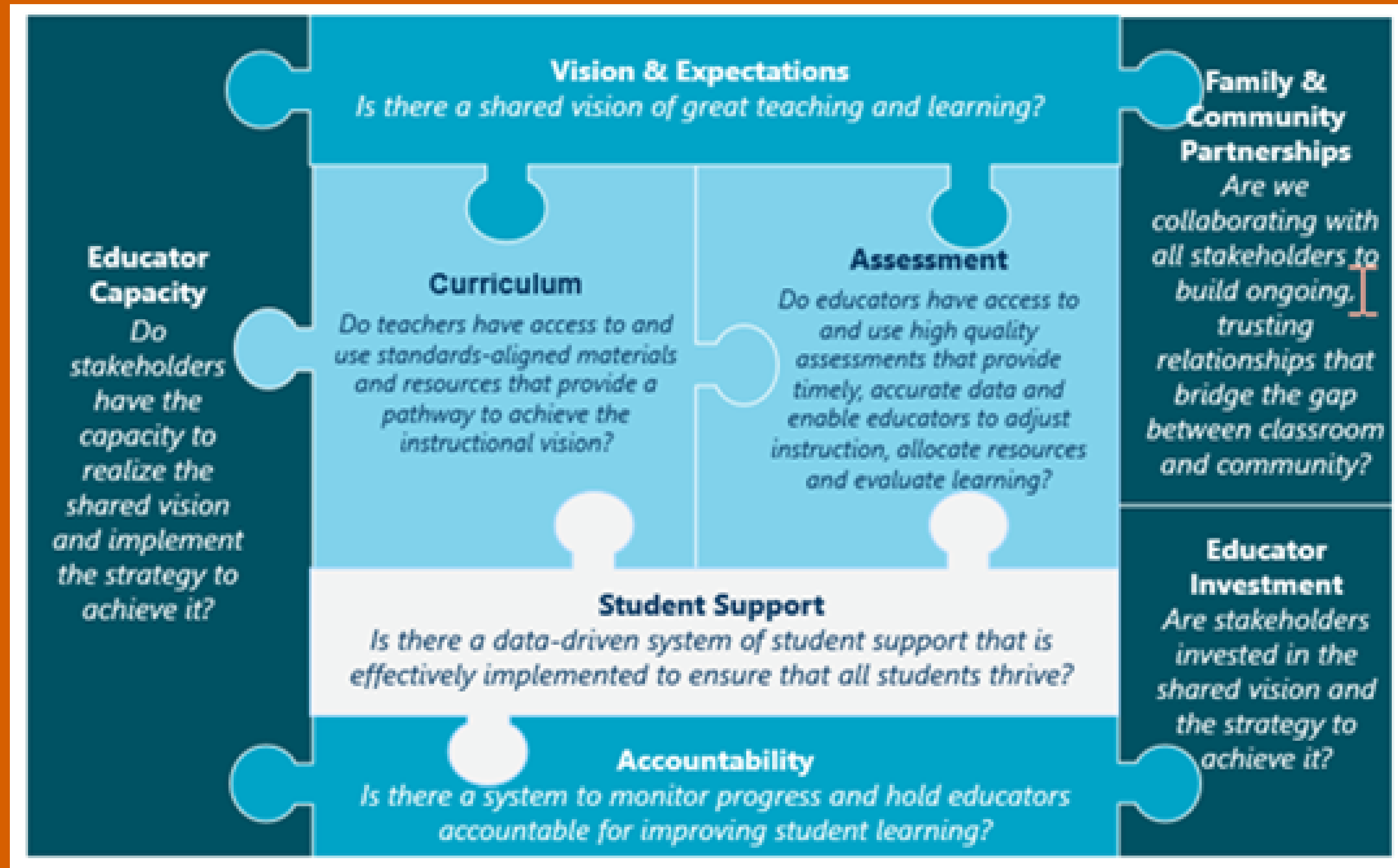
School Site Review – All Schools

-Differentiated approach to school leadership support from VP of Schools, VP of Curriculum & Instruction and Content Team.

- Identifying org-wide needs – PD, coaching, technology, curriculum, assessment.

-Strategic plans for each school – Green, yellow and red tiers.

   -Improvement Plan – CAS/EIS – Leadership team is working to identify the root causes and the strategies for improvement. VP of Schools, VP of C&I with Content team will support taking the draft to finalized report (renewal 2024)

Miramar Facilities

CSFA Agreement for Prop 1D Funding

We interpret the language in this paragraph to limit any liability for abandoning the facility to the period that your client actually occupies the school. Therefore, provided that your client remains current on its payments until they close, and vacate the facility, your client will have no financial liability for claims directly related to abandoning the school site during the term of the Funding Agreement. Please note that this is limited solely to damages for abandoning the facility, the State does not waive any other claims it may be entitled to under any agreements with your client or the law.

Next Steps:

1. LAUSD settlement

MIR Student Update
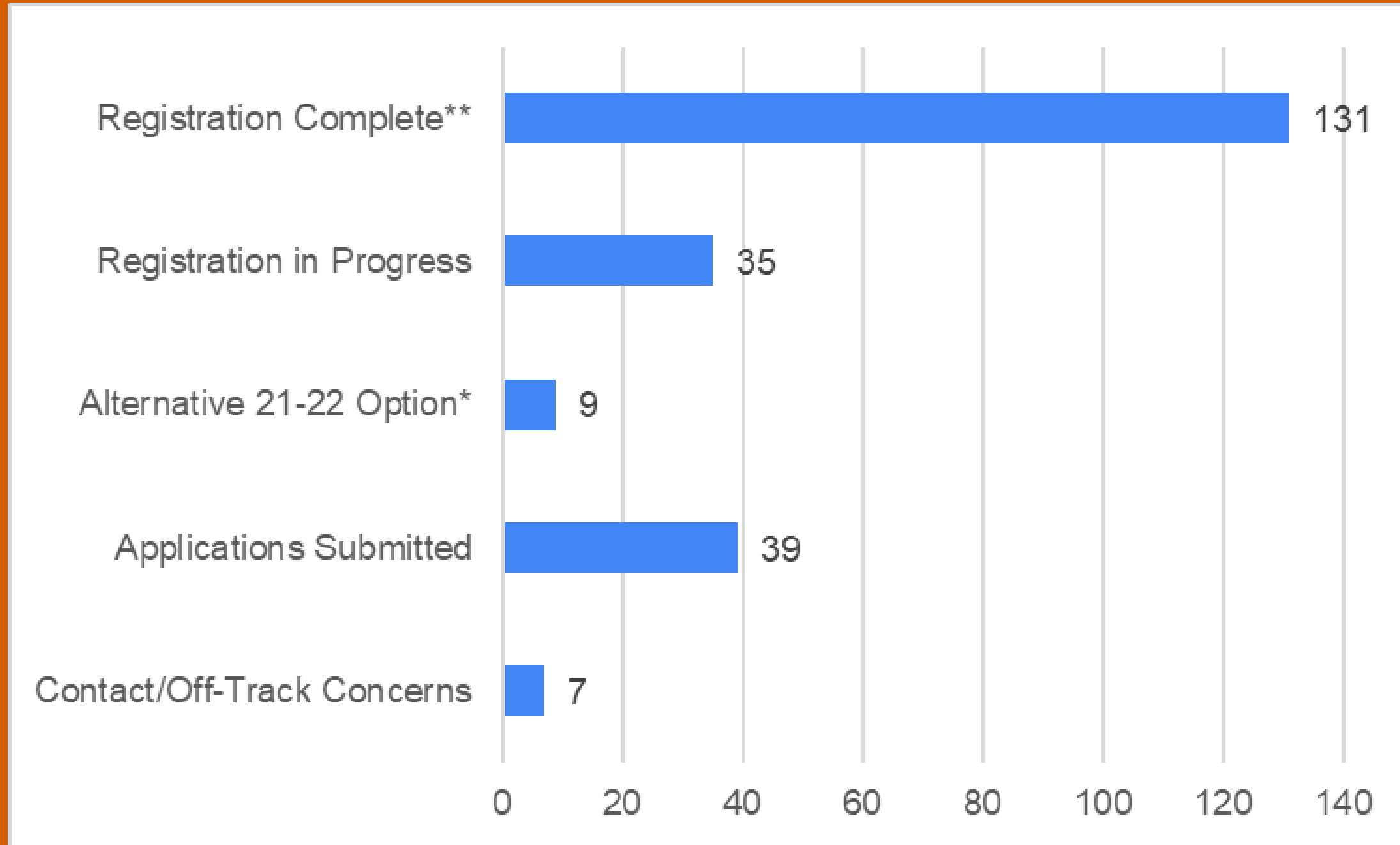
- 11 caseworkers
- Caseload status updates over the next 2 weeks
- Granting extension for 3-4 caseworkers until EOY for
  - Additional applications
  - Registration support

*on-track to graduate, or enroll at Adult School
**including transferred students
NOTE: data as of 4/9/21

MIR Staff Update

Update on Match Meetings:

- CNCA has held 15 match meetings since January

- 8 staff members have accepted positions at other CNCA sites (2 offers are pending)

- 1 acceptance rescinded

- We continue to host match meetings as positions become available

End of Year Close Out

- The HR Team will begin to schedule exit meetings with MIR staff the week of May 17th.
  - All feedback will be collected through the exit meeting process.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

CAMINO NUEVO CHARTER ACADEMY - 2017

Name and Location Code of Charter School

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- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.

FORM REV. 1/7/2021

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy**

DATE OF VISIT: **3/25/2021**

Charter School Name:	**Camino Nuevo Charter Academy**				Location Code:	2017
Current Address:		City:		ZIP Code:	Phone:	Fax:
697 S. Burlington Ave.		**Los Angeles**		**90057**	**(213) 413-4245**	**(213) 413-8553**
Current Term of Charter:			LAUSD Board District:		LAUSD Local District:	
July 1, 2020 to June 30, 2025			**2**		**Central**	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		**Above by 21**	
576		**555**				
Grades Currently Served		Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		**Above by 3.7%**	
TK-8		**TK-8**				
Norm Enrollment Number:				**577**		
Total Number of Staff Members:	**62**	Certificated:	**34**		Classified:	**28**
Charter School's Leadership Team Members:		**Charles Miller, Principal; Kimberly Plaza, AP; Osoria Martinez, School Operation Manager; Alonzo Gandara, Family Coordinator**				
Charter School's Contact for Special Education:		**Charles Miller, Principal**				
CSD Assigned Administrator:	**Jose Rodriguez**			CSD Fiscal Services Manager:	**Paddy Mwembu**	
Other School/CSD Team Members:		**Esperanza Bacillo, Director of Operations; Jamica Brazell, Director of HR**				
REMOTE Oversight Visit Date(s):		**3/25/2021**		Fiscal Review Date (if different):	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**No**		LAUSD Co-Location Campus(es) (if applicable):	**N/A**	
				Date of Co-Location meeting with Operations Team:	**N/A**	

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	3	4

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy**

DATE OF VISIT: **3/25/2021**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.
REPORT GUIDE
LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation.   While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non- |

FORM REV. 1/7/2021

Page **3** of **52**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy**

DATE OF VISIT: **3/25/2021**

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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress
G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:
- The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.
- The Governing Board bylaws are current and were amended on November 10, 2020
- School council(s) are in place as evidenced by the following documentation:
  - ELAC meeting agenda & minutes (9/24/20, 11/19/20, and 2/18/21)
  - Agenda items included the following:
    - Election of Officers
    - ELAC Details/Composition/Required Themes/Meeting Structures
    - Meeting Norms
    - School attendance
    - School needs survey
    - Reclassification Process and School Assessments
  - SBC Meeting Agenda, & minutes (12/3/20, and 2/25/21)
  - Agenda items included the following:
    - Purpose of the SBC, including Roberts Rules of Order
    - Election of Officers
    - Safety Plan
    - School recovery plan
    - Parent participation
- An evaluation system for school leaders that includes the following criteria:
  - Develops a shared commitment to the CNCA Mission
  - Develops shared vision for realizing CNCA Mission
  - Welcomes families and community members into the school
  - Develops and implements a family engagement plan to develop a true partnership
  - Develops partnerships with families to encourage student achievement and success

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LAUSD CHARTER SCHOOLS DIVISION

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G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 12, 2021, January 29, 2021 (Special), March 9, 2021, and March 23 (Special)
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
    - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement
None

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

<u>NOTE</u>: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence

	LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME:	**Camino Nuevo Charter Academy**
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Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☐ Evidence of SB 126 implementation **(B1.8b)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☒ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas: • Student discipline • Employee grievances and discipline • Parent/stakeholder complaint resolution process • Uniform Complaint Procedures	

Rubric		**Sources of Evidence**
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:
- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric	Sources of Evidence
Performance ☒ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☐ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

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G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data **(B1.4)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

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G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☒ Observation of Governing Board meeting ☐ Discussion with leadership ☐ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	**Sources of Evidence**
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☐NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☐NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR
The schoolwide Dashboard Math Indicator color is green (-11.3)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR
The schoolwide Dashboard Chronic Absenteeism Indicator color is either green (4.6%)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR
The schoolwide Dashboard Suspension Rate Indicator color is green (0.7%)

A8: DASHBOARD SUBGROUP ELA
All numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -21.7 vs. -45.1, Latino -10.6 vs. -26.6, Socioeconomically Disadvantaged -10.3 vs. -30.1, and Students with Disabilities -75.2 vs. -88.1)

A9: DASHBOARD SUBGROUP MATH
All numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -22.6 vs. -68.6, Latino -11.4 vs. -62.2, Socioeconomically Disadvantaged -11.3 vs. -63.7, and Students with Disabilities -78.7 vs. -88.1)

11: ENGLISH LEARNER RECLASSIFICATION –
The school reclassifies English Learners at a rate higher than the state average (30.2% to 13.8%)

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Areas Noted for Further Growth and/or Improvement

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR

The schoolwide Dashboard ELA Indicator color is yellow (-10.3)

- School leadership shared that the school has implemented New Structures and Systems to improve ELA achievement, as follows:
  - ELA teachers meet weekly with a member of the Leadership team to engage in collaborative intellectual preparation and data-analysis practices
  - The school has implemented a Middle School ELA Grade-Level Standards Monitoring Tracker: Each grade level tracks student progress towards grade-level standards each week. In PLC, teachers review progress and discuss (1) what actions they have taken or not taken that demonstrate the shared results, (2) the actions they plan on taking this upcoming week and (3) any specific actions they plan on taking to support SWD and EL students
  - Teachers in grades 2,4,5,6,7, and 8 piloted three high-quality and aligned ELA curriculums to implement school-wide next year:
    - *Grades 6-8:* Piloted EL Achieve curriculum
    - *Grades 4-5:* Piloted Benchmark Education and ARC curriculums
    - *Grade 2:* Piloted ARC curriculum
  - Teachers receive an intellectual preparation (professional development) day before each unit in which they spend the day collaborating with a member of leadership to read the text, deeply analyze the text and the standards, and plan for the upcoming unit
  - The school's administrators meet with ELA teachers weekly or bi-monthly to analyze instruction.
  - Administrators have shifted their coaching to ensure (1) connects to school-wide learning to ensure coherence of adult learning or (2) to collaboratively intellectually prepare or analyze student work/data
  - The school leadership developed an ELA task force that engaged in regular research and discussion meetings to stay up-to-date with the latest research on reading and

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

Rate of "**At Risk**" ELs in comparison to the state average – Lower (5.3% to 5.7%)

Rate of "**LTELs**" in comparison to the state average – Lower (2.8% vs. 8.9%)
  Reclassification criteria:

- Summative ELPAC Score, overall performance level of 4
  - Near or higher in the SBAC Writing Domain
- English Reading Level
  - Grades 1-2, reads at grade-level on the Teachers College Reading and Writing Project (TCWP)- Fountas and Pinnell (F&P), as per the assessments scoring guide

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- o Grades 3-8, reading level in English within 1.5 years of the grade level benchmark on the TCWP/F&P, as per the assessments' scoring guide or Lexile level falls within "approaching college and career readiness" band or better
- English Writing Score
  - o Grades 1-2, on-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)
  - o Grades 3-8, on-demand writing sample indicates that English writing Approaches Standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score may be used for this criterion
- Teacher Evaluation
  - o Grades 1-2, ELA progress report grade(s) of 3 or better in all domains as applicable (reading, writing, listening, and speaking)
  - o Grades 3-8, ELA progress report grade(s) of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better
- Parent Opinion

*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide ELA data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☒ The schoolwide Dashboard ELA Indicator color is yellow ☐ The schoolwide Dashboard ELA Indicator color is either red or orange ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide Math data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard Math Indicator color is blue ☒ The schoolwide Dashboard Math Indicator color is green ☐ The schoolwide Dashboard Math Indicator color is yellow ☐ The schoolwide Dashboard Math Indicator color is either red or orange ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide ELPI data (CDE)	
Rubric	**Sources of Evidence**

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| Performance | ☐ The schoolwide Dashboard ELPI color is blue
☐ The schoolwide Dashboard ELPI color is green
☐ The schoolwide Dashboard ELPI color is yellow
☐ The schoolwide Dashboard ELPI color is either red or orange
☒ N/A - No color assigned for the ELPI on the Dashboard | ☒ California School Dashboard Report (CDE)
☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
☐ ELPAC Criterion reports (CDE) **(B2.3)**
☐ Other: (Specify) |

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide CCI data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☐ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☒ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange ☐ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

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A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☒ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☐ The schoolwide Dashboard Suspension Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☐ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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SCHOOL NAME: **Camino Nuevo Charter Academy**

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| Performance | ☒ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages
☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ N/A - No assessment of performance for this indicator | ☒ California School Dashboard Report (CDE)
☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
☐ Other: (Specify) |

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence
Performance ☒ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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| Performance | ☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages
☐ N/A - No assessment of performance for this indicator
☒ N/A - CCI is not applicable for the grade levels assigned at the charter school | ☒ California School Dashboard Report (CDE)
☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
☐ Other: (Specify) |

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence

Performance
☒ The school reclassifies English Learners at a rate higher than the state average
☐ The school reclassifies English Learners at a rate similar to the state average
☐ The school reclassifies English Learners at a rate lower than the state average
☐ The school did not reclassify any of its English Learners
☐ N/A - The school did not have any English Learners
☐ N/A - No assessment of performance for this indicator
	☒ Reclassification report (CDE)
	☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
	☒ ELPAC Criterion reports (CDE) **(B2.3)**
	☒ Reclassification Criteria for all applicable grade levels
	(Additional info within "Notes" section above) (B2.4)
	☒ Rate of "**At Risk**" ELs in comparison to the state average
	    ☐ Higher
	    ☐ Same
	    ☒ Lower
	(Additional info within "Notes" section above) (B2.4)
	☒ Rate of "**LTELs**" in comparison to the state average
	    ☐ Higher
	    ☐ Same
	    ☒ Lower
	(Additional info within "Notes" section above) (B2.4)

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*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS** (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:
- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

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analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels

☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels.

☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels

☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide "verified data".

☒ N/A - No assessment of performance for this indicator.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school's renewal petition with the following academic benchmark:

Camino Nuevo Charter Academy must meet the following benchmark during the 2020-2025 charter term in order to address concerns regarding academic performance.

The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.

Met - The school reclassifies English Learners at a rate higher than the Resident Schools Median (District Average) (30.2% to 15.8%)

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LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**

☒ General Information
☒ Stakeholder Engagement
☒ In-Person Instructional Offerings
    Actions Related to In-Person Instructional Offerings
☒ Distance Learning Program which includes:
    Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and
    Progress, Distance Learning Professional Development, Staff Roles and Responsibilities,
    Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program
☒ Pupil Learning Loss
    Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies,
    Actions to Address Pupil Learning Loss
☒ Mental Health and Social Emotional Well-Being
☒ Pupil and Family Engagement and Outreach
☒ Additional Actions to Implement the Learning Continuity Plan
☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income
    Students
	☒ Learning Continuity Plan **(B2.7)**
	☒ Board Agenda and Minutes **(B2.7)**

Notes:
None

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES

The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Comprehensive Health, Safety, and Emergency preparedness plan, including emergency team roles and assignments, evacuation route maps, and emergency procedures
- COVID 19 Visitor Policy and Procedures
- Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (2/11/2021)
- Pupil Suicide Prevention Policy in compliance with AB 2246 and AB1767

O3: STANDARDS–BASED INSTRUCTION

The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Planning for Distance Learning with Instructional Coherence
  - Instructional Coherence Rubric
  - Examples of Planning with Instructional Coherence
- Best Instructional Practices in Distance Learning
  - Best Practices in Distance Learning Playbook
  - Strategies for Accelerating Student Learning in Distance Learning Environments
- Creating a Vision for Student Learning through Development of Student Exemplars
  - Process for Using Student Exemplars in the Teacher Planning Process
  - Making a Vision for Student Learning using Student Exemplars Planning Template
- The school has defined student engagement for teachers, students, and families by developing Habits for Independent Learning as a part of the school's Vision for Pathway to Independent Learning
  - The school utilizes the following to ensure student engagement, checks for understanding, breakout rooms, Cold Calls and supports such as Googles slides, PearDeck, and Kahoot
  - Classified staff review attendance within 15 minutes of class starting and call families of any students who have not yet arrived to class

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- Teachers regularly share class-wide data with students', so they can maintain a pulse on their own progress and learning (Achieve3000 data, STMath data, formative assessment data, and engagement data, etc.
- Classroom observations provided examples of questioning techniques, student engagement, and spiraling of material
- The school implements a Dual Language program in grades K-5
- The school has implemented the Bridges Math program for grades TK-5th grade, and the CPM math curriculum for grades 6th-8th
- The school is WASC accredited through the end of the six-year cycle ending in June 2023

O8: PROFESSIONAL DEVELOPMENT

The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- The school's Professional development plan addressed the learning difficulties of access (technology, internet, etc.) and engagement (attendance, participation, work completion) during virtual learning, as follows:
  - Created an Engagement Support Team and Tech Support Team and aligned all members of school staff around the importance of addressing learning difficulties
  - Engaged in Special Education PD to align around best practices for Students with disabilities
  - Engaged in PD around Student Services Referral Forms to ensure student needs are directly and efficiently communicated to the family engagement or mental health team to respond immediately
  - Developed a 6 Week Vision to ensure the school align around all engagement practices
- Focused on Engagement data analysis and the Learning guide for engagement, including:
  - Learning Cycle #1: Best practices in Distance Learning
  - Learning Cycle #2: Instructional coherence
  - Learning Cycle #3: Using student exemplars to drive the school's vision for student learning
  - Intellectual Preparation and Data Analysis Processes

Areas Noted for Further Growth and/or Improvement

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis

- The schoolwide Dashboard English Language Arts Indicator color is yellow (-10.3)

In light of these results, and to support improved academic achievement for ELA, the school has shared strategies, interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report.

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Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	**Sources of Evidence**

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Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ Documentation of emergency drills and training **(B3.1c)** ☐ Evidence of provision and location of onsite emergency supplies **(B3.1b)** ☒ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)** ☒ **Virtual classroom observation** ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

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- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Evidence of SB 972 **(B3.2f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric	Sources of Evidence
Performance ☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS (**B3.3a**) ☒ LCAP (**B3.3b**) ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☐ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☒ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☒ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance ☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program in alignment with the school's charter **(B3.3k)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school: • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent	
Rubric	**Sources of Evidence**
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☐ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☐ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

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The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☒ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance	☒ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ ~~Interview of teachers and/or other staff~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:
• Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
• Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
• Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan

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• Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources	

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)** ☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4d)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy**
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O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information ☒ Evidence of implementation of AB 2022 **(B3.4e)** ☒ Evidence of implementation of AB 34 **(B3.4e)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy**
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

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Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **Camino Nuevo Charter Academy**

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Location Code:	2017		Charter #:	293
School Name:	Camino Nuevo Charter Academy		CDS Code:	1964733 6117667
FY Start Date:	2000-01			

2017		2017-2018					2018-2019					2019-2020			
Camino Nuevo Charter Academy	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		2,682,028	2,748,779	2,662,054	2,662,055	0	2,111,869	2,691,322	2,691,321		2,274,553	2,394,987	2,476,972	2,447,139
Current Assets		3,569,854	3,454,440	3,428,370	3,428,371	0	2,967,809	3,319,136	3,319,135		3,018,981	3,297,337	3,751,581	3,721,748
Fixed and Other Assets		838,538	888,964	920,484	920,483	0	1,322,812	1,216,581	1,216,583		1,238,849	1,273,333	1,290,578	1,290,577
Total Assets		4,408,392	4,343,404	4,348,854	4,348,854	0	4,290,621	4,535,717	4,535,718		4,257,830	4,570,670	5,042,159	5,012,325
Deferred Outflow		0	0	0	0	0	0	0	0		0	0	0	0
Current Liabilities		288,766	211,910	245,315	267,501	0	180,555	418,303	418,303		255,287	310,078	603,463	600,022
Other Long Term Liabilities		31,960	31,960	22,185	0	0	22,185	0	0		24,588	95,108	26,397	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0	0	0	0	0		0	0	0	0
Total Liabilities		320,726	243,870	267,500	267,501	0	202,740	418,303	418,303		279,875	405,186	629,860	600,022
Net Assets		4,087,667	4,099,534	4,081,354	4,081,353	4,096,802	4,087,881	4,117,414	4,117,415		3,977,955	4,165,484	4,412,299	4,412,303
Total Revenues	7,330,553	7,949,302	7,919,054	8,117,571	8,117,572	7,988,201	8,034,254	8,184,462	8,235,753	8,235,754	8,056,211	8,004,973	8,115,381	8,133,356	8,133,357
Total Expenditures	7,294,151	8,644,323	8,602,207	8,818,905	7,477,305	7,936,074	8,018,805	8,177,934	8,199,692	8,199,692	8,015,260	8,144,432	8,067,311	7,838,471	7,838,469
Net Income / (Loss)	36,401	(695,021)	(683,153)	(701,334)	640,267	52,127	15,449	6,528	36,061	36,062	40,951	(139,459)	48,070	294,885	294,888
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	(1,341,601)	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	36,401	(695,021)	(683,153)	(701,334)	(701,334)	52,127	15,449	6,528	36,061	36,062	40,951	(139,459)	48,070	294,885	294,888
Net Assets, Beginning	4,685,315	4,782,687	4,782,687	4,782,688	4,782,687	4,173,793	4,081,353	4,081,353	4,081,353	4,081,353	4,087,881	4,117,414	4,117,414	4,117,414	4,117,415
Adj. for restatement / Prior Yr Adj	0	0	0	(0)	0	0	0	0	0	0	(16,759)	0	0	0	0
Net Assets, Beginning, Adjusted	4,685,315	4,782,687	4,782,687	4,782,688	4,782,687	4,173,793	4,096,802	4,096,802	4,117,414	4,117,415	4,071,122	4,117,414	4,117,414	4,117,414	4,117,415
Net Assets, End	4,721,716	4,087,667	4,099,534	4,081,354	4,081,353	4,225,920	4,096,802	4,087,881	4,117,414	4,117,415	4,112,073	3,977,955	4,165,484	4,412,299	4,412,303

2017		Audited Financials					2020-2021			
Camino Nuevo Charter Academy	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	3,562,177	2,662,055	2,691,321	2,447,139	0		2,287,489	0	0	0
Current Assets	4,573,303	3,428,371	3,319,135	3,721,748	0		4,553,722	0	0	0
Fixed and Other Assets	556,809	920,483	1,216,583	1,290,577	0		1,194,720	0	0	0
Total Assets	5,130,112	4,348,854	4,535,718	5,012,325	0		5,748,442	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	347,425	267,501	418,303	600,022	0		628,401	0	0	0
Other Long Term Liabilities	0	0	0	0	0		26,397	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	347,425	267,501	418,303	600,022	0		654,798	0	0	0
Net Assets	4,782,687	4,081,353	4,117,415	4,412,303	0		5,093,644	0	0	0
Total Revenues	7,525,901	8,117,572	8,235,754	8,133,357	0	7,855,408	8,679,401	0	0	0
Total Expenditures	7,323,243	7,477,305	8,199,692	7,838,469	0	7,544,090	7,998,056	0	0	0
Net Income / (Loss)	202,658	640,267	36,062	294,888	0	311,318	681,345	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	(1,341,601)	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	202,658	(701,334)	36,062	294,888	0	311,318	681,345	0	0	0
Net Assets, Beginning	4,580,029	4,782,687	4,081,353	4,117,415	0	4,165,484	4,412,299	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	81,527	0	0	0	0
Net Assets, Beginning, Adjusted	4,580,029	4,782,687	4,081,353	4,117,415	0	4,247,011	4,412,299	0	0	0
Net Assets, End	4,782,687	4,081,353	4,117,415	4,412,303	0	4,558,329	5,093,644	0	0	0

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FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating 4, *Accomplished*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

Camino Nuevo Charter Academy's (CNCA1) fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of $4,412,303 and net income of $294,888. The 2020-2021 First Interim report projected positive net assets of $5,093,648 and net income of $681,345. According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCA1is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of $81,647,426 and net income of $1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of ($71,868) and net income of $0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 30 in the Notes section below. According to CNCA, CNCA1 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations. Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of $734,495 as Base Compensation and $163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.

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Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	$4,782,687	$4,081,353	$4,117,415	$4,412,303	$5,093,648
Net Income/Loss	$202,658	$640,267	$36,062	$294,888	$681,345
Transfers In/Out	$0	($1,341,601)*	$0	$0	$0
Prior Year Adjustment(s)	$0	S0	$0	$0	$0

*The $1,341,601 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA1 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 30 in the Notes section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices

1. **Late Payments to Vendors:**
   Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the 34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	1028537M	7/15/2020	6/05/2020	Advanced Pure Water Solutions	$ 121.34	405695LF202004 Late Fee Charge $20 405695LF202005 Late Fee Charge $20
2	1028440	4/05/2020	6/30/2020	Advanced Pure Water Solutions	$ 81.34	405695LF202003 Late Fee Charge $20
3	1030053	7/31/2020	7/15/2020	Pitney Bowes (Purchase Power)	$ 701.90	"Late fees $29.99; Over limit fee $39.00 and Finance charges $6.20."
				Total	**$904.58**	

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCHS1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of missed or late invoices, CNCA3'sSchool Operations Manager has implemented a weekly invoice check-in with the School Principal to ensure that all invoices are reviewed in a timely manner. CNCA3's School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices.

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The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, in order to prevent the school from incurring additional late fees and/or over-limit and finance charges in the future. The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.	
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.	

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
    a. Audit opinion: Unmodified
    b. Material weaknesses: None Reported
    c. Deficiencies/Findings: None Reported
    d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCA1 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $2,447,139 and total expenditures equal $7,838,469. Therefore, the school's cash reserve level is 31.22%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
    b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: $1,001,152.31; (2) Date: 5/4/2020, Amount: $501.22; (3) Date: 6/30/2020 Amount: $1,265.02; (4) Date: 6/30/2020, Amount: $319.90; (5) Date: 8/28/2020, Amount: $578.08; (6) Date: 10/28/2020, Amount: $442.49; (7) Date: 10/30/2020, Amount: $163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
    a. American Express Credit Card Ending in X1502 (Executive Director)

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b. American Express Credit Card Ending in X1163 (Preschool Director)
c. American Express Credit Card Ending in X1478 (Vice President of Programs)
d. American Express Credit Card Ending in X2427 (Director of Facilities)
e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
f. American Express Credit Card Ending in X2005 (Governing Board Member)
g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
j. American Express Credit Card Ending in X1528 (Director of Development)
k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance

17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
    a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
    b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
    c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of $657,000. The school's critical needs financing includes board approved requests of $250,000, $150,000 and $257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - $1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at $18,240 and a final irregular payment of $1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter

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Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.

26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.

27. Pursuant to AB 1871, a signed written statement that indicates that CNCA1 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.

28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:
    a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
    b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.
    c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for $1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of $211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.

29. The 2019-2020 audited and unaudited actuals nearly mirror each other.

30. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of $4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programing consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the $4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the

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six CNCA charter schools (pro-rata share), and multiplied by $4 million. Based on CNCA's calculation, CNCA1's pro-rata share of this one-time asset transfer was $1,341,601.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA $250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this $250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the $250,000 interest-free loan is only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNCHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of $125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCHS1. CNCHS1's reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school's 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school's projected enrollment figure of 290 students reflected in CNCHS1's June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned $250,000 loan to CNCHS1, the additional $125,000 loan to CNCHS1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the $125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of $257K for CNCHS1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCHS1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school's enrollment of 33 students. Without this funding, CNCHS1 was projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3's (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew $1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of $1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided

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by PN-EDG's CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's CFO stated: "The current $1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2021, the account balance was $1,630,311 and there have been no account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.
Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):
N/A

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Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
   o Most current financial reports presented to the governing board
   o Salary schedules/benefits/information
   o Budget development process
   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
   o The most current approved petition
   o Fiscal policies and procedures manual
	SUPPLEMENTAL CRITERIA
	1. Positive Net Assets exceed 3% of prior year expenditures;
	2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	3. A comprehensive website that provides at a minimum four of the following fiscal items:
	   o Most current financial reports presented to the governing board
	   o Salaries schedule/benefits/information
	   o Budget development process
	   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	   o The most current approved petition
	   o Fiscal policies and procedures manual

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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a *feasible* financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	 Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>*New Schools:*</u>
 	
<u>***REQUIRED CRITERIA***</u>
1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and
9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.
	<u>*New Schools:*</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

Camino Nuevo Charter Academy 2 - 5987
Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

Charter School Name:	**Camino Nuevo Charter Academy 2**			Location Code:	5987
Current Address:		City:	ZIP Code:	Phone:	Fax:
3400 W 3rd St		**Los Angeles, CA**	**90020**	**213-736-5542**	**213-427-0863**
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:	
July 1, 2020 to June 30, 2025			**2**	**Central**	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:		Number Above/Below Enrollment Capacity (day of visit):	**Above by 2**	
698	**696**				
Grades Currently Served	Grades To Be Served Per Charter:		Percent Above/Below Enrollment Capacity (day of visit):	**Above by 0.28%**	
TK-8	**TK-8**				
Norm Enrollment Number:			**692**		
Total Number of Staff Members:	**62**	Certificated:	**34**	Classified:	**28**
Charter School's Leadership Team Members:		**Mallory Baquero, Principal; Nancy Duran, AP; Deonna Smith, AP; Harah Milki Uvera, Special Education Coordinator; Veronica Ramirez, School Operations Manager; Cristina Gonzalez, Family Services Coordinator**			
Charter School's Contact for Special Education:		**Harah Milki Uvera, Special Education Coordinator; Darius Fequiere, CNCA Director of Special Education**			
CSD Assigned Administrator:		**Jose Rodriguez**	CSD Fiscal Services Manager:	**Paddy Mwembu**	
Other School/CSD Team Members:		**Esperanza Bacillo, Director of Operations; Crystal Day, Enrollment Manger; Gina Harris, COP**			
REMOTE Oversight Visit Date(s):		**3/11/2021**	Fiscal Review Date (if different):	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**No**	LAUSD Co-Location Campus(es) (if applicable):	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**2**	**3**	**4**

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SCHOOL NAME: **Camino Nuevo Charter Academy 2**

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CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE
LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation.   While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:
- The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.
- The Governing Board bylaws are current and were amended on November 10, 2020
- School council(s) are in place as evidenced by the following documentation:
  - ELAC meeting agenda & minutes (12/17/20)
  - Agenda items included the following:
    - Election of Officers
    - ELAC Committee Bylaws & Purpose were reviewed
  - SBC Meeting Agenda, & minutes (8/27/20, and 1/21/21)
  - Agenda items included the following:
    - Learning Continuity & Attendance Plan
    - LCP Feedback Form
    - Officer Roles
    - Goals set for this school year
    - Retention Policy
    - 8th Grade Culmination Requirements
  - An evaluation system for school leaders that includes the following criteria:
    - Develops a shared commitment to the CNCA Mission
    - Develops shared vision for realizing CNCA Mission
    - Welcomes families and community members into the school
    - Develops and implements a family engagement plan to develop a true partnership
    - Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT
The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

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- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 12, 2021, and January 29, 2021 (Special)
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

G3: DUE PROCESS
The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:
- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
  - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement
None

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

__NOTE__: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence

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| Performance | ☒ The Governing Board complies with all material provisions of the Brown Act
☐ The Governing Board complies with most material provisions of the Brown Act
☐ The Governing Board complies with some material provisions of the Brown Act
☐ The Governing Board complies with few material provisions of the Brown Act | ☒ Board meeting agendas **(B1.4)**
☒ Board meeting calendar **(B1.5)**
☒ Brown Act training documentation **(B1.8a)**
☒ Evidence of SB 126 implementation **(B1.8b)**
☒ Documentation of the school's agenda posting procedures **(B1.9)**
☐ Observation of Governing Board meeting
☐ Discussion with school leadership
☐ Other: (Specify) |

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas***:**
- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric	Sources of Evidence
Performance ☒ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☐ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

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G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
• Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
• Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data **(B1.4)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

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G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance ☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	Sources of Evidence
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☒YES ☐NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

A8: DASHBOARD SUBGROUP ELA
The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -40.7 vs. -45.1, Latino -22.8 vs. -26.6, and Socioeconomically Disadvantaged -21.8 vs. -30.1)

A9: DASHBOARD SUBGROUP MATH
The majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -60.8 vs. -68.6, Latino -46.7 vs. -62.2, and Socioeconomically Disadvantaged -44.2 vs. -63.7)

11: ENGLISH LEARNER RECLASSIFICATION –
The school reclassifies English Learners at a rate higher than the state average (40.9% vs. 13.8%)

Areas Noted for Further Growth and/or Improvement

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR
The schoolwide Dashboard ELA Indicator color is **orange** (-22.4)
School leadership shared the following strategies to improve ELA achievement:
- Teachers use the following strategies during distance learning: Small group instruction, regular checks for understanding, teacher modeling and think alouds, and leverage opportunities for student engagement online via the chat feature and programs such as Jamboard, Flipgrid, Padlet, and Seesaw
- Teachers engage in formative data analysis via checks for understanding such as exit tickets and quizzes
- The school will implement a new ELA curriculum for the 2021-2022 school year; the school is piloting several curriculums and are developing an implementation plan
- The leadership team reviews reading data on a six-week cycle as part of the reading intervention program to identify the students who most need reading intervention

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- The school has increased explicit professional development for teachers who teach English Language Development and have increased support of the implementation of the EL Achieve curriculum
- The school is providing additional targeted small group support for newcomer students and matching them with an adult mentor(s) to provide additional support with homework outside of the classroom

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR

The schoolwide Dashboard Math Indicator color is **orange** (-46.0)

School leadership shared the following strategies to improve Math achievement:

- The school has engaged in Intellectual Preparation and data analysis training to develop action plans, which include the following:
  - o Studying the focus standards for upcoming instruction
  - o Identifying critical prerequisite skills and understanding student needs to access grade level content
  - o Plan(s) to build needed scaffolds into lessons
  - o Plan(s) for differentiated instruction
- The school administers the following Math assessments; Bridges (K-2 - revised to be shorter and easier to administer), and Illuminate benchmarks (3-8 - to align with pacing plans)
- Teachers receive differentiated professional development via weekly or bi-weekly coaching sessions with a designated administrator

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR

The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange** (9.8%)

School leadership shared the following strategies to improve Chronic Absenteeism:

- The school has increased communication & collaboration with families to remove barriers to attendance during distance learning
- The leadership team reviews attendance data, particularly chronic absences on a regular basis to implement supports and eliminate barriers to regular student attendance
- The leadership team has developed a system for recognizing positive attendance and responding to attendance challenges
- The leadership team and teacher leaders participate in Responsive Classroom training to help address classroom culture and provide teachers with support
- The leadership team participate in *School* Attendance Review Board SARB training

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR

The schoolwide Dashboard Suspension Rate Indicator color is **orange** (1.5%)

School leadership shared the following strategies to improve the schoolwide suspension rate:

- CSD notes that CNCA 2's suspension rate for the first semester of 2020-2021 (December 31, 2020) was 0.0%
- The school has streamlined the referral process so teachers can identify students who are struggling and get them matched with interventions/support

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- The school leadership team participate in Restorative Justice training in order to increase the leader's ability to implement non-exclusionary discipline practices at the school
- The leadership team and teacher leaders participate in Responsive Classroom training to support classroom culture and positive student/teacher relationships

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report

Notes:

A8: DASHBOARD SUBGROUP ELA
The Students with Disabilities numerically significant subgroups' Dashboard ELA Indicator color is red, and the Status/Distance from Standard (DFS) is lower than the state average (109.9 vs.88.1)

A9: DASHBOARD SUBGROUP MATH
The Students with Disabilities numerically significant subgroups' Dashboard Math Indicator color is red, and the Status/Distance from Standard (DFS) is lower than the state average (134.9 vs.119.4)

School leadership shared the following strategies to improve the academic achievement for Students with Disabilities:
- The school records ELA and Math lessons on a daily basis
  - Special Education students are reminded that if they are absent, they can re-watch the lessons taught that day; students can refer to the Google Classroom page where the lessons are, for them to watch
- Teachers make copies of assignments and embed targeted interventions such as sentence starters, graphic organizers, fill in the blank, less text, larger text, word banks; strategically assign to specific students through google classroom by filtering out which students receive accommodated work
- Teachers use the targeted assignment "function" in google classroom to filter for Special Education students and address them in small groups when necessary
- The school includes Instructional Aides in both professional development for Resource Specialist teachers and in professional development led by CNCA Psychologists to better understand student need and subsequent supports
  - Intervention lessons for Special Education students are provided through small group instruction
  - Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need
  - Teachers provide office hours that students can opt into if they self-identify as needing support
  - Teachers select students who need a one-time support on a lesson to join the office hours space

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Rate of "**At Risk**" ELs in comparison to the state average – Higher (6.7% to 5.7%)

Rate of "**LTELs**" in comparison to the state average – Lower (4.9% vs. 8.9%)

 Reclassification criteria:

Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.

NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☐ The schoolwide Dashboard ELA Indicator color is yellow ☒ The schoolwide Dashboard ELA Indicator color is either red or **orange** ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is blue ☐ The schoolwide Dashboard Math Indicator color is green ☐ The schoolwide Dashboard Math Indicator color is yellow ☒ The schoolwide Dashboard Math Indicator color is either red or **orange** ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

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Performance	☐ The schoolwide Dashboard ELPI color is blue ☐ The schoolwide Dashboard ELPI color is green ☐ The schoolwide Dashboard ELPI color is yellow ☐ The schoolwide Dashboard ELPI color is either red or orange ☒ N/A - No color assigned for the ELPI on the Dashboard	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide CCI data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☐ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☒ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or **orange** ☐ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

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A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:		
• California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)		
	Rubric	**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☒ The schoolwide Dashboard Suspension Rate Indicator color is either red or **orange** ☐ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:		
• California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)		
	Rubric	**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☐ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)	
Rubric	**Sources of Evidence**

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	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☒ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence

☒ The school reclassifies English Learners at a rate higher than the state average
☐ The school reclassifies English Learners at a rate similar to the state average
☐ The school reclassifies English Learners at a rate lower than the state average
☐ The school did not reclassify any of its English Learners
☐ N/A - The school did not have any English Learners
☐ N/A - No assessment of performance for this indicator
	☒ Reclassification report (CDE)
	☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
	☐ ELPAC Criterion reports (CDE) **(B2.3)**
	☐ Reclassification Criteria for all applicable grade levels
	(Additional info within "Notes" section above) (B2.4)
	☐ Rate of "**At Risk**" ELs in comparison to the state average
	    ☒ Higher
	    ☐ Same
	    ☐ Lower
	(Additional info within "Notes" section above) (B2.4)
	☐ Rate of "**LTELs**" in comparison to the state average
	    ☐ Higher
	    ☐ Same
	    ☒ Lower
	(Additional info within "Notes" section above) (B2.4)

The "Performance" label appears vertically in the left column of both tables.

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*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS** (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

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analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels. ☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide "verified data". ☒ N/A - No assessment of performance for this indicator.	

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school's renewal petition with the following academic benchmarks:

The school must provide an annual update to the Charter Schools Division (CSD) by December 1 of each year of the charter term demonstrating its progress related to the following:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA as measured by the CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal to or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

   No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
   Pleases see above A1 to see how the school is addressing achievement in ELA.

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for Mathematics, as measured by CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

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No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
Pleases see above A2 to see how the school is addressing achievement in Math

   .
3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA, as measured by CAASPP (SBAC) Assessment for the "Students with Disabilities" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

   No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
Pleases see above A1 to see how the school is addressing achievement in ELA.

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence

☒ General Information
☒ Stakeholder Engagement
☒ In-Person Instructional Offerings
    Actions Related to In-Person Instructional Offerings
☒ Distance Learning Program which includes:
    Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program
☒ Pupil Learning Loss
    Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss
☒ Mental Health and Social Emotional Well-Being
☒ Pupil and Family Engagement and Outreach
☒ Additional Actions to Implement the Learning Continuity Plan
☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income Students
	☒ Learning Continuity Plan **(B2.7)**
	☒ Board Agenda and Minutes **(B2.7)**

Notes:	
None	

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES
The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:
- Comprehensive Health, Safety, and Emergency preparedness plan, including emergency team descriptions and duties, emergency supplies, evacuation route maps, and emergency procedures
- Visitor's policy inside the Parent-Student Handbook
- CNCA COVID 19 Visitor Policy and Procedures
- Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (2/25/2021)
- Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767

O3: STANDARDS–BASED INSTRUCTION
The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review, and interviews with school leaders, the school provided the following evidence:
- TK-8, Common Core standards distance learning pacing plans, and unit lesson plans
- Teachers use the following strategies during Distance Learning; small group instruction, regular checks for understanding, teacher modeling and think Alouds, and leveraging opportunities for student engagement online via the chat feature and programs such as Jamboard, Flipgrid, Padlet, and Seesaw
- The school will implement a new ELA curriculum for the 2021-2022 school year; the school is piloting several curriculums and are developing an implementation plan
- Teachers engage in formative data analysis via checks for understanding such as exit tickets and quizzes
- The school provides Comprehensive Music instruction through Youth Orchestra Los Angeles (YOLA)
- Classroom observations provided examples of student engagement, checks for understanding and student discourse

O8: PROFESSIONAL DEVELOPMENT
The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:
- Training occurs every Friday, teachers engage in learning around best practices to mitigate learning loss, analyze data and intellectually prepare for

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their content by deepening their knowledge of content standards
- The school leverages resources provided through there partnership with ANet to better understand accelerated learning practices and the vertical alignment of standards
- Teachers receive differentiated professional development via weekly or bi-weekly coaching sessions with a designated administrator.
- The leadership team and teacher leaders participate in Responsive Classroom training to support classroom culture and positive student/teacher relationships
- The school provides inclusion PD for the Special education team, including Welligent 101 walkthrough, writing present levels of Performance,etc.

Areas Noted for Further Growth and/or Improvement

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis
- The schoolwide Dashboard ELA Indicator color is **orange**
- The schoolwide Dashboard Math Indicator color is **orange**
- The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange**
- The schoolwide Dashboard Suspension Rate Indicator color is **orange**

In light of these results, and to support improved academic achievement in ELA for the English Learner and Socioeconomically Disadvantaged subgroups, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

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*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff and sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence

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| Performance | ☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety

 ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety

 ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety

 ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety | ☒ Parent-Student Handbook(s) **(B1.10)**
 ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)**
 ☒ Evacuation route maps **(B3.1b)**
 ☐ Documentation of emergency drills and training **(B3.1c)**
 ☐ Evidence of provision and location of onsite emergency supplies **(B3.1b)**
 ☒ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)**
 ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)**
 ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)**
 ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)**
 ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)**
 ☐ **Virtual classroom observation**
 ☒ Visitor's Policy **(B3.1a)**
 ☒ Discussion with school leadership
 ☐ Other: (Specify) |

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME:	**Camino Nuevo Charter Academy 2**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT:	**3/11/2021**

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Evidence of SB 972 **(B3.2f)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy 2**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/11/2021**

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric	Sources of Evidence
Performance ☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 1/7/2021

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2021**

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☐ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☐ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☒ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☒ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 1/7/2021

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance ☒ The school has fully implemented the key features of the educational program described in the charter ☐ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program in alignment with the school's charter **(B3.3k)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school: • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent	
Rubric	**Sources of Evidence**
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☐ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy 2**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/11/2021**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
Performance ☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☒ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy 2**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/11/2021**

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ ~~Interview of teachers and/or other staff~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2021**

Rubric		Sources of Evidence
Performance	☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)** ☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4d)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy 2**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/11/2021**

O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.
- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

	Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
	☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website
	☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
	☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website
		☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for:
		   • UCP Procedure and Forms
		   • Complaint Forms
		   • SB 1375 Information
		   • AB 2246 (grades 7-12)
		   • LCAP
		   • Financial Audit
		   • Student Demographics
		   • Student Achievement Information
		☒ Evidence of implementation of AB 2022 **(B3.4e)**
		☒ Evidence of implementation of AB 34 **(B3.4e)**
		☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2021**

Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

Location Code: 5987
School Name: Camino Nuevo Charter Academy 2
FY Start Date: 2010-11

Charter #: 1231
CDS Code: 1964733 0122861

5987 Camino Nuevo Charter Academy 2	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		426,029	482,851	1,259,149	1,259,149		0	860,639	1,296,290	1,296,292		878,340	570,720	1,193,861	1,117,684
Current Assets		1,288,204	1,110,066	1,561,625	1,561,625		0	1,476,481	1,868,117	1,868,120		1,680,039	1,508,389	2,260,737	2,184,560
Fixed and Other Assets		37,278,928	37,302,645	37,072,031	37,072,032		0	36,796,323	36,686,275	36,686,275		36,181,778	36,188,697	36,228,689	36,228,688
Total Assets		38,567,131	38,412,711	38,633,656	38,633,657		0	38,272,804	38,554,392	38,554,395		37,861,817	37,697,086	38,489,426	38,413,248
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		598,050	519,974	680,800	709,246		0	566,552	653,533	653,534		720,635	627,597	1,053,266	987,975
Other Long Term Liabilities		11,451,386	11,451,386	11,440,244	11,411,799		0	11,065,126	11,036,681	11,036,681		10,681,686	10,681,686	10,636,765	10,625,880
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		12,049,436	11,971,360	12,121,044	12,121,045		0	11,631,678	11,690,214	11,690,215		11,402,321	11,309,283	11,690,031	11,613,855
Net Assets		26,517,695	26,441,351	26,512,612	26,512,612	26,773,084	26,641,126	26,864,178	26,864,180		26,459,496	26,387,803	26,799,395	26,799,393
Total Revenues	8,060,911	8,366,811	8,326,466	8,459,846	8,459,846	8,845,542	8,876,365	8,949,389	9,149,913	9,149,912	8,980,010	8,947,711	9,006,620	9,021,219	9,021,217
Total Expenditures	8,330,505	8,805,005	8,841,004	8,903,123	8,479,574	8,767,155	8,615,893	8,820,875	8,798,347	8,798,344	8,908,573	9,352,393	9,482,995	9,086,002	9,086,004
Net Income / (Loss)	(269,594)	(438,194)	(514,539)	(443,277)	(19,728)	78,387	260,472	128,514	351,566	351,568	71,437	(404,682)	(476,375)	(64,783)	(64,787)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	(423,550)	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(269,594)	(438,194)	(514,539)	(443,277)	(443,278)	78,387	260,472	128,514	351,566	351,568	71,437	(404,682)	(476,375)	(64,783)	(64,787)
Net Assets, Beginning	26,780,039	26,955,889	26,955,889	26,955,889	26,955,890	26,534,295	26,512,612	26,512,612	26,512,612	26,512,612	26,641,126	26,864,178	26,864,178	26,864,178	26,864,180
Adj. for restatement / Prior Yr Adj	0	(1)	1	0	0	0	0	0	0	0	(25,591)	0	0	0	0
Net Assets, Beginning, Adjusted	26,780,039	26,955,889	26,955,890	26,955,889	26,955,890	26,534,295	26,512,612	26,512,612	26,512,612	26,512,612	26,615,535	26,864,178	26,864,178	26,864,178	26,864,180
Net Assets, End	26,510,444	26,517,695	26,441,351	26,512,612	26,512,612	26,612,682	26,773,084	26,641,126	26,864,178	26,864,180	26,686,972	26,459,496	26,387,803	26,799,395	26,799,393

5987 Camino Nuevo Charter Academy 2	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,433,673	1,259,149	1,296,292	1,117,684	0		1,030,369	0	0	0
Current Assets	1,831,632	1,561,625	1,868,120	2,184,560	0		3,225,573	0	0	0
Fixed and Other Assets	37,550,774	37,072,032	36,686,275	36,228,688	0		35,645,020	0	0	0
Total Assets	39,382,406	38,633,657	38,554,395	38,413,248	0		38,870,593	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	646,954	709,246	653,534	987,975	0		1,052,574	0	0	0
Other Long Term Liabilities	11,779,562	11,411,799	11,036,681	10,625,880	0		10,249,428	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	12,426,516	12,121,045	11,690,215	11,613,855	0		11,302,002	0	0	0
Net Assets	26,955,890	26,512,612	26,864,180	26,799,393	0		27,568,591	0	0	0
Total Revenues	7,408,329	8,459,846	9,149,912	9,021,217	0	8,750,404	9,969,541	0	0	0
Total Expenditures	7,536,371	8,479,574	8,798,344	9,086,004	0	8,543,462	9,200,345	0	0	0
Net Income / (Loss)	(128,042)	(19,728)	351,568	(64,787)	0	206,942	769,196	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	(423,550)	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(128,042)	(443,278)	351,568	(64,787)	0	206,942	769,196	0	0	0
Net Assets, Beginning	27,083,932	26,955,890	26,512,612	26,864,180	0	26,387,803	26,799,395	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	110,000	0	0	0	0
Net Assets, Beginning, Adjusted	27,083,932	26,955,890	26,512,612	26,864,180	0	26,497,803	26,799,395	0	0	0
Net Assets, End	26,955,890	26,512,612	26,864,180	26,799,393	0	26,704,745	27,568,591	0	0	0

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FISCAL OPERATIONS	**RATING**
You have been assessed by the Fiscal Oversight team and you are receiving the rating 4, *Accomplished*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4
Camino Nuevo Charter Academy 2's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of $26,799,393 and a net loss of ($64,787). The 2020-2021 First Interim report projected positive net assets of $27,568,589 and net income of $769,196. According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCA2 is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of $81,647,426 and net income of $1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of ($71,868) and net income of $0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA2 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations. Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of $734,495 as Base Compensation and $163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.	

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Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	$26,955,890	$26,512,612	$26,864,180	$26,799,393	$27,568,589
Net Income/Loss	($128,042)	($19,728)	$351,568	($64,787)**	$769,196
Transfers In/Out	$0	($423,550)*	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

*The $423,550 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA2 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 31 in the Notes section below.

** See Item 30 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices

1. **Late Payments to Vendors:**
   Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the

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34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	1028537M	7/15/2020	6/05/2020	Advanced Pure Water Solutions	$ 121.34	405695LF202004 Late Fee Charge $20 405695LF202005 Late Fee Charge $20
2	1028440	4/05/2020	6/30/2020	Advanced Pure Water Solutions	$ 81.34	405695LF202003 Late Fee Charge $20
3	1030053	7/31/2020	7/15/2020	Pitney Bowes (Purchase Power)	$ 701.90	"Late fees $29.99; Over limit fee $39.00 and Finance charges $6.20."
				Total	**$904.58**	

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCH1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of

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missed or late invoices, CNCA3'sSchool Operations Manager has implemented a weekly invoice check-in with the School Principal to ensure that all invoices are reviewed in a timely manner. CNCA3's School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices.   The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, in order to prevent the school from incurring additional late fees and/or over-limit and finance charges in the future.   The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
    a. Audit opinion: Unmodified
    b. Material weaknesses: None Reported
    c. Deficiencies/Findings: None Reported
    d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCA2 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $1,117,684 and total expenditures equal $9,086,004. Therefore, the school's cash reserve level is 12.30%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
    b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: $1,001,152.31; (2) Date: 5/4/2020, Amount: $501.22; (3) Date: 6/30/2020 Amount: $1,265.02; (4) Date: 6/30/2020, Amount: $319.90; (5) Date: 8/28/2020, Amount: $578.08; (6) Date: 10/28/2020, Amount: $442.49; (7) Date: 10/30/2020, Amount: $163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
    a. American Express Credit Card Ending in X1502 (Executive Director)

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     b. American Express Credit Card Ending in X1163 (Preschool Director)
     c. American Express Credit Card Ending in X1478 (Vice President of Programs)
     d. American Express Credit Card Ending in X2427 (Director of Facilities)
     e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
     f. American Express Credit Card Ending in X2005 (Governing Board Member)
     g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
     h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
     i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
     j. American Express Credit Card Ending in X1528 (Director of Development)
     k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
     l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
     m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
     n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
     o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
     p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
     q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
     r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance

17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
     a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
     b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
     c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Oversight for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Oversight for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of $657,000. The school's critical needs financing includes board approved requests of $250,000, $150,000 and $257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - $1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at $18,240 and a final irregular payment of $1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter

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Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.

26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.

27. Pursuant to AB 1871, a signed written statement that indicates that CNCA2 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.

28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:

    a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.

    b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.

    c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for $1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of $211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.

29. The 2019-2020 audited and unaudited actuals nearly mirror each other.

30. According to CNCA, the net loss as reported in the 2019-2020 audit was ($64,787). However, further analysis of this loss reflects that the school's operating income in terms of Earning before Interest, Taxes, and Depreciation (EBITDA) was $791,221. The variance between EBITDA and the net loss reflected in the 2019-2020 audit report was primarily applicable to the Proposition 55 construction award (site/building improvements and debt service interest).

31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of $4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programing consistent with its discussion

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with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the $4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by $4 million. Based on CNCA's calculation, CNCA2's pro-rata share of this one-time asset transfer was $423,550.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA $250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this $250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the $250,000 interest-free loan is only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNCH1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of $125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCH1. CNCH1's reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school's 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school's projected enrollment figure of 290 students reflected in CNCH1's June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned $250,000 loan to CNCH1, the additional $125,000 loan to CNCH1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the $125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCH1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of $257K for CNCH1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCH1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school's enrollment of 33 students. Without this funding, CNCH1 was projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3's (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew $1,629,670.25 from PN-EDG's

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Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of $1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG's CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's CFO stated: "The current $1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2021, the account balance was $1,630,311 and there have been no account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):
N/A

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Fiscal Operations Rubrics

Existing School – *a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School – *a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division
REQUIRED CRITERIA 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2021**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
 1. Positive Net Assets exceed 4% of prior year expenditures;
 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
 3. A comprehensive website that provides at a minimum four of the following fiscal items:
     ○ Most current financial reports presented to the governing board
     ○ Salary schedules/benefits/information
     ○ Budget development process
     ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
     ○ The most current approved petition
     ○ Fiscal policies and procedures manual
	SUPPLEMENTAL CRITERIA
	 1. Positive Net Assets exceed 3% of prior year expenditures;
	 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	 3. A comprehensive website that provides at a minimum four of the following fiscal items:
	     ○ Most current financial reports presented to the governing board
	     ○ Salaries schedule/benefits/information
	     ○ Budget development process
	     ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	     ○ The most current approved petition
	     ○ Fiscal policies and procedures manual

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2021**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	***Existing Schools (based on the most current audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a *feasible* financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. _**SUPPLEMENTAL CRITERIA**_ 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
<u>New Schools:</u>	<u>New Schools:</u>

<u>*REQUIRED CRITERIA*</u>
1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and
9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

DATE OF VISIT: **3/11/2021**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

Camino Nuevo Charter Academy 4 2251

Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

DATE OF VISIT: **2/4/2021**

Charter School Name:	**Camino Nuevo Charter Academy 4**				**Location Code:**	**2251**
Current Address:		**City:**		**ZIP Code:**	**Phone:**	**Fax:**
1018 Mohawk St.		**Los Angeles**		**90026**	**213-353-5300**	**213-483-1688**
Current Term of Charter:				**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2016 to June 30, 2021				**5**	**Central**	
Number of Students Currently Enrolled:		**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Below by78**	
600		**678**				
Grades Currently Served		**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 11.5%**	
TK-8		**TK-8**				
Norm Enrollment Number:			**604**			
Total Number of Staff Members:	**68**	**Certificated:**	**38**		**Classified:**	**30**
Charter School's Leadership Team Members:		**Melissa Mendoza, Principal; Ellie Franco, Assistant Principal of Instruction; Claudia Arcila, Assistant Principal, Emmanuel Soto, Assistant Principal of Student Support; Daisy Aguirre, Family Coordinator**				
Charter School's Contact for Special Education:		**Melissa Mendoza, Principal; Darius Fequiere, CNCA Director of Special Education; Jessica Hsieh-Associate Director of Special Education**				
CSD Assigned Administrator:		**Jose Rodriguez**		**CSD Fiscal Services Manager:**	**Paddy Mwembu**	
Other School/CSD Team Members:		**Gina Harris, COP; Rachel Hazlehurst, VP of Curriculum and Instruction; Esperanza Bacillo, Director of Operations; Jamica Brazell, Director of HR; Haysha Maldonado - SOM**				
REMOTE Oversight Visit Date(s):		**February 4, 2021**		**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**Yes, PUC**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
				Date of Co-Location meeting with Operations Team:	**N/A**	

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

DATE OF VISIT: **2/4/2021**

4	3	3	4

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

DATE OF VISIT: **2/4/2021**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.
REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/4/2021**

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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:
- The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.
- The Governing Board bylaws are current and were amended on November 10, 2020
- School council(s) are in place as evidenced by the following documentation:
    o ELAC meeting agenda & minutes (10/19/20, 11/16/20 and 1/21/21)
    o Agenda items included the following:
        ▪ Review Topics for ELAC this year
        ▪ ELAC Needs Assessment Survey
        ▪ Review of the District/School Academic Assessments (i.e. ELPAC, SBAC, CST (science), and Reclassification process and criteria)
    o SBC Meeting Agenda, & minutes (10/19/20, 11/16/20 and 1/21/21)
    o Agenda items included the following:
        ▪ SBC election of Officers
        ▪ Title I: Parent Involvement Policy/Home-School Compact/Pledge
        ▪ Uniform Complaint Procedures
        ▪ Safety Plan
        ▪ LCAP Development Plan and Progress
        ▪ Needs Assessment
        ▪ ELAC Recommendations
- An evaluation system for school leaders that includes the following criteria:
    Develops a shared commitment to the CNCA Mission
    Develops shared vision for realizing CNCA Mission
    Welcomes families and community members into the school
    Develops and implements a family engagement plan to develop a true partnership
    Develops partnerships with families to encourage student achievement and success

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

DATE OF VISIT: **2/4/2021**

G2: BROWN ACT
The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:
- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 8, 2021, and January 29, 2021 (Special).
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

G3: DUE PROCESS
The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:
- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
  - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement
None

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

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LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME:	**Camino Nuevo Charter Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT:	**2/4/2021**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/4/2021**

| Performance | ☒ The Governing Board complies with all material provisions of the Brown Act
☐ The Governing Board complies with most material provisions of the Brown Act
☐ The Governing Board complies with some material provisions of the Brown Act
☐ The Governing Board complies with few material provisions of the Brown Act | ☒ Board meeting agendas **(B1.4)**
☒ Board meeting calendar **(B1.5)**
☒ Brown Act training documentation **(B1.8a)**
☒ Evidence of SB 126 implementation **(B1.8b)**
☒ Documentation of the school's agenda posting procedures **(B1.9)**
☐ Observation of Governing Board meeting
☐ Discussion with school leadership ☐ Other: (Specify) |

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:
- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

Rubric	Sources of Evidence
Performance ☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric	Sources of Evidence
Performance ☒ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☐ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

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G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

Rubric	Sources of Evidence
Performance ☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data **(B1.4)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

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G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
• The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	Sources of Evidence
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☒YES ☐NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

A8: DASHBOARD SUBGROUP ELA
The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -22.6 vs. -45.1, Latino -13.6 vs. -26.6, and Socioeconomically Disadvantaged -11.1 vs. -30.1)

A9: DASHBOARD SUBGROUP MATH
The majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -52.7.8 vs. -68.6, Latino -51.9 vs. -62.2, and Socioeconomically Disadvantaged -48.1 vs. -63.7)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR
The schoolwide Dashboard Suspension Rate Indicator color is Green (2.2%)

11: ENGLISH LEARNER RECLASSIFICATION –
The school reclassifies English Learners at a rate higher than the state average (27.3% to 13.8%)

Areas Noted for Further Growth and/or Improvement

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR
The schoolwide Dashboard ELA Indicator color is yellow (-8.7)
School leadership shared the following strategies to improve ELA achievement:
- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- School leadership and teachers collaboratively developed an intellectual preparation process to adapt and supplement a balanced literacy curriculum to ensure alignment to standards and weaving in of text complexity

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- Teachers use whole and small group instruction, accompanied with the use of exemplars, visual aids, google docs or manipulatives. Visual supports include the use of slide decks, an Elmo, videos and instructional apps such as pear deck, Jamboard and Kahoot
- Teachers facilitate student-to-student discussion through whole group discussions, small group discussions, break out rooms with student leaders to facilitate discussion, use of the chat box in the virtual classroom, written comments and responses in google docs or learning apps as well small group research projects that allows for deeper inquiry and discussion
- Teachers check for understanding by using verbal checks for understanding (asking questions throughout the lesson), soliciting responses in the chat box, asking students to show their work on screen, teachers scrolling through assignments in google classroom as students work on them in real time, exit tickets, google form surveys or quizzes, student response tables generated by Peardeck or Kahoot and observation of group discussions
- Teachers use data collected from student work and assessments to create small groups and plan instruction that target identified areas of need. In addition, teachers provide office hours that students can opt into if they self-identify as needing support
- The school uses the Spanish Language Arts standards alongside the English Language Arts standards to create a language art pacing plan

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR
The schoolwide Dashboard Math Indicator color is either red or orange (orange, -47.1)
School leadership shared the following strategies to improve Math achievement:
- The school has a multi-year strategy to accelerate student learning in mathematics, through the adoption of Tk-5 mathematics curriculum Bridges, and 6-8 grade, College Preparatory Mathematics (CPM)curriculum
- Math Teachers in grades K-5 use the Bridges curriculum to develop students' understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems
- Math Teachers in grades 6-8 use the CPM curriculum to develop students procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension)
- All K-8 Mathematics teachers engage in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR
The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow 14.1%)
School leadership shared the following strategies to improve Chronic Absenteeism
- School staff conduct attendance monitoring and data collection for individual students with less than proficient attendance to improve student experience and school climate
- The school engages in outreach to students and families regularly during distance learning. In addition to bi-weekly written and video updates in English and Spanish, families are contacted using online platforms such as Facebook and Parent Square.
- Parents of students absent from distance learning are contacted by teachers School staff encourage the parents of students who are chronically absent to schedule a conference with the teacher to discuss reengagement
    o One on one or small group tutoring session or workshop may be scheduled for students who have been absent

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Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
Rate of "**At Risk**" ELs in comparison to the state average – Higher (6.3% to 5.7%)

Rate of "**LTELs**" in comparison to the state average – Lower (3.3% vs. 8.9%)

Reclassification criteria:

Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a

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On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.

*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide ELA data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☒ The schoolwide Dashboard ELA Indicator color is yellow ☐ The schoolwide Dashboard ELA Indicator color is either red or orange ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Math data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard Math Indicator color is blue ☐ The schoolwide Dashboard Math Indicator color is green ☐ The schoolwide Dashboard Math Indicator color is yellow ☒ The schoolwide Dashboard Math Indicator color is either red or orange ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

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Performance	☐ The schoolwide Dashboard ELPI color is blue ☐ The schoolwide Dashboard ELPI color is green ☐ The schoolwide Dashboard ELPI color is yellow ☐ The schoolwide Dashboard ELPI color is either red or orange ☒ N/A - No color assigned for the ELPI on the Dashboard	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide CCI data (CDE)

Rubric		**Sources of Evidence**
Performance	☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☐ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☒ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange ☐ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

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A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☒ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☐ The schoolwide Dashboard Suspension Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☐ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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Performance	Rubric	Sources of Evidence
	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☒ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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<table>
<tr>
<td rowspan="6" style="writing-mode: vertical-lr">**Performance**</td>
<td>☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages</td>
<td rowspan="6">☒ California School Dashboard Report (CDE)
☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
☐ Other: (Specify)</td>
</tr>
<tr>
<td>☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</td>
</tr>
<tr>
<td>☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</td>
</tr>
<tr>
<td>☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</td>
</tr>
<tr>
<td>☐ N/A - No assessment of performance for this indicator</td>
</tr>
<tr>
<td>☒ N/A - CCI is not applicable for the grade levels assigned at the charter school</td>
</tr>
</table>

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2019-2020 (CDE)

<table>
<tr>
<th colspan="2">**Rubric**</th>
<th>**Sources of Evidence**</th>
</tr>
<tr>
<td rowspan="2" style="writing-mode: vertical-lr">**Performance**</td>
<td>☒ The school reclassifies English Learners at a rate higher than the state average
☐ The school reclassifies English Learners at a rate similar to the state average
☐ The school reclassifies English Learners at a rate lower than the state average
☐ The school did not reclassify any of its English Learners
☐ N/A - The school did not have any English Learners
☐ N/A - No assessment of performance for this indicator</td>
<td>☒ Reclassification report (CDE)
☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
☐ ELPAC Criterion reports (CDE) **(B2.3)**
☐ Reclassification Criteria for all applicable grade levels
(Additional info within "Notes" section above) (B2.4)
☐ Rate of "**At Risk**" ELs in comparison to the state average
    ☒ Higher
    ☐ Same
    ☐ Lower
(Additional info within "Notes" section above) (B2.4)
☐ Rate of "**LTELs**" in comparison to the state average
    ☐ Higher
    ☐ Same
    ☒ Lower
(Additional info within "Notes" section above) (B2.4)</td>
</tr>
</table>

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*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS** (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

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analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels

☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels.

☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels

☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide "verified data".

☒ N/A - No assessment of performance for this indicator.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
N/A

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LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**

☒ General Information
☒ Stakeholder Engagement
☐ In-Person Instructional Offerings
    Actions Related to In-Person Instructional Offerings
☒ Distance Learning Program which includes:
    Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program
☒ Pupil Learning Loss
    Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss
☒ Mental Health and Social Emotional Well-Being
☒ Pupil and Family Engagement and Outreach
☒ Additional Actions to Implement the Learning Continuity Plan
☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income Students
	☒ Learning Continuity Plan **(B2.7)**
	☒ Board Agenda and Minutes **(B2.7)**

Notes:	
None	

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES
The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:
- Comprehensive Health, Safety, and Emergency preparedness plan for each campus, including emergency team roles and assignments, emergency supplies, and emergency procedures
  - Visitor's policy inside the Parent-Student Handbook
  - Response Actions for the following: Duck and Cover, Shelter-In-Place, Lock Down, Active Shooter, Evacuate Building, Off-Site Evacuation
- Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (9/23/20, 14 staff members)
- Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 (grades K-6)
- An automated external defibrillator (AED located in the Nurses office

O3: STANDARDS–BASED INSTRUCTION
The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review, and interviews with school leaders, the school provided the following evidence:
- Teachers use whole and small group instruction, accompanied with the use of exemplars, visual aids, google docs or manipulatives. Visual supports include the use of slide decks, an Elmo, videos and instructional apps such as pear deck, Jamboard and KahootK-8
  - Teachers facilitate student-to-student discussion through whole group discussions, small group discussions, break out rooms with student leaders to facilitate discussion, use of the chat box in the virtual classroom, written comments and responses in google docs or learning apps as well small group research projects that allows for deeper inquiry and discussion
- Standards-Based pacing plans for: Math, Reading, Science, Social Science and Writing
  - The school utilizes the Reading and Writing Workshop approach providing both exposure to grade level text, and modeling of the strategies of strong writers
- The school has implemented the Bridges Math program for grades K-5, and the CPM math curriculum for grades 6-8
  - Assessments for math include the focus IABs, benchmark assessments using the Illuminate Inspect item bank, unit assessments from the curricular resources (Bridges and CPM), and weekly formative assessments created from the ANet item bank
  - Assessments for language arts include Achieve3000's LevelSet, reading inventory assessments, CORE phonics, and on- demand writing assessments

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- Classroom observations provided examples of the school focus on Guided practice (modeling and visual aids) student discourse, and small groups instruction.

O8: PROFESSIONAL DEVELOPMENT

The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- All teachers and staff participated in three days of staff development before the start of the school year (August 5 through August 7, 2020)
  - Training included the following: distance learning program (including an overview of the program and its goals), teacher and student schedules, best practices for synchronous and asynchronous remote instruction, a technology bootcamp session (Google Classroom and G Suite), and training in online adaptive platforms.
- Teachers are provided professional development for two hours every Friday, topics include: distance learning pedagogy, accelerated learning practices to mitigate learning loss, assessment and data analysis, and intellectual preparation.
- Principals receive PD in leading accelerated learning through a partnership with ANet. Resources
- Regular (weekly to bi-weekly) coaching and observation of teacher practice by administrators.
  - Scheduled and unscheduled observations of live virtual teaching, as well as review of Google Classroom assignments and videos
  - Review of student Google Classroom submissions, usage, and performance data via online independent learning platforms, and analyzing formative and summative assessment data.
  - Teachers meet with their coach on at least a bi-weekly basis to debrief observations, analyze student work and data, and plan for shifts in practice.
- Monthly Spotlight Inclusion PD's for RSP teachers, RSP Teacher Assistants, and Special education Administrators

Areas Noted for Further Growth and/or Improvement

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- The schoolwide Dashboard ELA Indicator color is yellow (-8.7)
- The schoolwide Dashboard Math Indicator color is either red or orange (orange, -47.1)
- The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow 14.1%)

In light of these results, and to support improved academic achievement for the English Learner subgroup, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

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Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff and sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	**Sources of Evidence**

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Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☐ Evacuation route maps **(B3.1b)** ☐ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1b)** ☒ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)** ☒ **Virtual classroom observation** ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

Rubric	Sources of Evidence
Performance ☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Evidence of SB 972 **(B3.2f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric	Sources of Evidence
Performance ☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS (**B3.3a**) ☒ LCAP (**B3.3b**) ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
• Disaggregates and analyzes data on a regular basis to address individual student needs
• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
• Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☒ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☒ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance ☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program in alignment with the school's charter **(B3.3k)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school: • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent	
Rubric	**Sources of Evidence**
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☐ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☒ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ ~~Interview of teachers and/or other staff~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

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Rubric	Sources of Evidence
Performance	☒ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)** ☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4d)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

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O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric	Sources of Evidence

Performance ☒ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
☐ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website
☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website
	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for:
	   • UCP Procedure and Forms
	   • Complaint Forms
	   • SB 1375 Information
	   • AB 2246 (grades 7-12)
	   • LCAP
	   • Financial Audit
	   • Student Demographics
	   • Student Achievement Information
	☒ Evidence of implementation of AB 2022 **(B3.4e)**
	☒ Evidence of implementation of AB 34 **(B3.4e)**
	☐ Other: (Specify)

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LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/4/2021**

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

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Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **Camino Nuevo Charter Academy 4**

DATE OF VISIT: **2/4/2021**

Location Code:	2251
School Name:	Camino Nuevo Charter Academy 4
FY Start Date:	2011-12

Charter #:	1334
CDS Code:	1964733 0124826

2251 Camino Nuevo Charter Academy 4	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,321,836	1,220,673	1,939,897	1,939,897		0	776,500	1,431,587	1,431,587		882,816	734,882	1,357,352	1,291,459
Current Assets		1,986,826	1,774,341	2,192,549	2,192,549		0	1,541,436	1,886,538	1,886,538		1,535,816	1,324,438	2,312,579	2,246,686
Fixed and Other Assets		409,261	427,026	197,156	197,156		0	513,756	498,343	498,342		459,398	468,573	474,369	474,367
Total Assets		2,396,087	2,201,367	2,389,705	2,389,705		0	2,055,192	2,384,881	2,384,880		1,995,214	1,793,011	2,786,948	2,721,053
Deferred Outflow		0	0	0	0	0	0	0	0	0		0	0	0	0
Current Liabilities		353,287	213,790	643,400	670,257		0	188,563	572,770	572,770		256,892	233,668	892,786	864,305
Other Long Term Liabilities		43,762	43,762	26,856	0		0	26,856	0	0		26,948	26,948	37,408	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0	0	0	0	0	0		0	0	0	0
Total Liabilities		397,049	257,552	670,256	670,257		0	215,419	572,770	572,770		283,840	260,616	930,194	864,305
Net Assets		1,999,038	1,943,815	1,719,449	1,719,448		2,213,806	1,839,773	1,812,111	1,812,110		1,711,374	1,532,395	1,856,754	1,856,748
Total Revenues	7,134,716	7,816,933	7,893,437	8,043,097	8,043,097	7,864,040	7,877,439	7,898,319	7,973,712	7,973,713	7,886,568	7,891,449	7,897,192	7,983,237	7,983,237
Total Expenditures	7,058,070	7,432,615	7,564,342	7,938,370	7,542,585	7,755,173	7,383,082	7,777,995	7,881,050	7,881,051	7,811,404	7,992,186	8,176,908	7,938,594	7,938,599
Net Income / (Loss)	76,647	384,318	329,095	104,727	500,512	108,867	494,357	120,324	92,662	92,662	75,164	(100,737)	(279,716)	44,643	44,638
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item – Transfer of Net Assets	0	0	0	0	(395,784)	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	76,647	384,318	329,095	104,727	104,728	108,867	494,357	120,324	92,662	92,662	75,164	(100,737)	(279,716)	44,643	44,638
Net Assets, Beginning	1,513,658	1,614,720	1,614,720	1,614,722	1,614,720	1,945,092	1,719,449	1,719,449	1,719,449	1,719,448	1,839,773	1,812,111	1,812,111	1,812,111	1,812,110
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	(80,259)	0	0	0	0
Net Assets, Beginning, Adjusted	1,513,658	1,614,720	1,614,720	1,614,722	1,614,720	1,945,092	1,719,449	1,719,449	1,719,449	1,719,448	1,759,514	1,812,111	1,812,111	1,812,111	1,812,110
Net Assets, End	1,590,305	1,999,038	1,943,815	1,719,449	1,719,448	2,053,959	2,213,806	1,839,773	1,812,111	1,812,110	1,834,678	1,711,374	1,532,395	1,856,754	1,856,748

2251 Camino Nuevo Charter Academy 4	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,442,598	1,939,897	1,431,587	1,291,459	0		847,180	0	0	0
Current Assets	1,907,970	2,192,549	1,886,538	2,246,686	0		2,845,492	0	0	0
Fixed and Other Assets	154,271	197,156	498,342	474,367	0		420,930	0	0	0
Total Assets	2,062,241	2,389,705	2,384,880	2,721,053	0		3,266,422	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	447,521	670,257	572,770	864,305	0		617,789	0	0	0
Other Long Term Liabilities	0	0	0	0	0		37,408	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	447,521	670,257	572,770	864,305	0		655,197	0	0	0
Net Assets	1,614,720	1,719,448	1,812,110	1,856,748	0		2,611,225	0	0	0
Total Revenues	7,372,504	8,043,097	7,973,713	7,983,237	0	7,586,026	8,766,054	0	0	0
Total Expenditures	7,163,540	7,542,585	7,881,051	7,938,599	0	7,291,284	8,011,582	0	0	0
Net Income / (Loss)	208,964	500,512	92,662	44,638	0	294,742	754,472	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item – Transfer of Net Assets	0	(395,784)	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	208,964	104,728	92,662	44,638	0	294,742	754,472	0	0	0
Net Assets, Beginning	1,405,756	1,614,720	1,719,448	1,812,110	0	1,532,395	1,856,753	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	82,723	0	0	0	0
Net Assets, Beginning, Adjusted	1,405,756	1,614,720	1,719,448	1,812,110	0	1,615,118	1,856,753	0	0	0
Net Assets, End	1,614,720	1,719,448	1,812,110	1,856,748	0	1,909,860	2,611,225	0	0	0

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SCHOOL NAME: **Camino Nuevo Charter Academy 4**

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DATE OF VISIT: **2/4/2021**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating 4, *Accomplished*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4
Camino Nuevo Charter Academy 4's fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of $1,856,748 and net income of $44,638. The 2020-2021 First Interim report projected positive net assets of $2,611,220 and net income of $754,472. According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCA4 is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of $81,647,426 and net income of $1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of ($71,868) and net income of $0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA4 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations. Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of $734,495 as Base Compensation and $163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.	

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Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	$1,614,720	$1,719,448	$1,812,110	$1,856,748	$2,611,220
Net Income/Loss	$208,964	$500,512	$92,662	$44,638	$754,472
Transfers In/Out	0	($395,784)*	0	0	0
Prior Year Adjustment(s)	0	0	0	0	0

*The $395,784 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA4 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 31 in the Notes section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices

1. **Late Payments to Vendors:**
   Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the 34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	1028537M	7/15/2020	6/05/2020	Advanced Pure Water Solutions	$ 121.34	405695LF202004 Late Fee Charge $20 405695LF202005 Late Fee Charge $20
2	1028440	4/05/2020	6/30/2020	Advanced Pure Water Solutions	$ 81.34	405695LF202003 Late Fee Charge $20
3	1030053	7/31/2020	7/15/2020	Pitney Bowes (Purchase Power)	$ 701.90	"Late fees $29.99; Over limit fee $39.00 and Finance charges $6.20."
				Total	**$904.58**	

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCH1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of missed or late invoices, CNCA3'sSchool Operations Manager has implemented a weekly invoice check-in with the School Principal to ensure that all invoices are reviewed in a timely manner. CNCA3's School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices.

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The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, in order to prevent the school from incurring additional late fees and/or over-limit and finance charges in the future. The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.	
Corrective Action Required: None noted that require immediate action to remedy concerns noted in this report.	

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCA4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $1,291,459 and total expenditures equal $7,938,599. Therefore, the school's cash reserve level is 16.27%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
    b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: $1,001,152.31; (2) Date: 5/4/2020, Amount: $501.22; (3) Date: 6/30/2020 Amount: $1,265.02; (4) Date: 6/30/2020, Amount: $319.90; (5) Date: 8/28/2020, Amount: $578.08; (6) Date: 10/28/2020, Amount: $442.49; (7) Date: 10/30/2020, Amount: $163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
    a. American Express Credit Card Ending in X1502 (Executive Director)

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    b. American Express Credit Card Ending in X1163 (Preschool Director)
    c. American Express Credit Card Ending in X1478 (Vice President of Programs)
    d. American Express Credit Card Ending in X2427 (Director of Facilities)
    e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
    f. American Express Credit Card Ending in X2005 (Governing Board Member)
    g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
    h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
    i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
    j. American Express Credit Card Ending in X1528 (Director of Development)
    k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
    l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
    m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
    n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
    o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
    p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
    q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
    r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance

17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
    a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
    b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
    c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Oversight for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Oversight for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of $657,000. The school's critical needs financing includes board approved requests of $250,000, $150,000 and $257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - $1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at $18,240 and a final irregular payment of $1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter

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Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.
See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.

26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.

27. Pursuant to AB 1871, a signed written statement that indicates that CNCA4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.

28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:
    a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
    b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.
    c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for $1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of $211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.

29. The 2019-2020 audited and unaudited actuals nearly mirror each other.

30. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of $4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programing consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the $4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the

six CNCA charter schools (pro-rata share), and multiplied by $4 million. Based on CNCA's calculation, CNCA4's pro-rata share of this one-time asset transfer was $395,784.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA $250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this $250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the $250,000 interest-free loan is only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNCH1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of $125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCH1. CNCH1's reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school's 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school's projected enrollment figure of 290 students reflected in CNCH1's June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned $250,000 loan to CNCH1, the additional $125,000 loan to CNCH1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the $125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCH1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of $257K for CNCH1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCH1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school's enrollment of 33 students. Without this funding, CNCH1 was projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3's (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew $1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of $1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided

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	by PN-EDG's CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's CFO stated: "The current $1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2021, the account balance was $1,630,311 and there have been account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.
Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):	
N/A	

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Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division
REQUIRED CRITERIA 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

LAUSD CHARTER SCHOOLS DIVISION   SCHOOL NAME: **Camino Nuevo Charter Academy 4**

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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
   o Most current financial reports presented to the governing board
   o Salary schedules/benefits/information
   o Budget development process
   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
   o The most current approved petition
   o Fiscal policies and procedures manual
	SUPPLEMENTAL CRITERIA
	1. Positive Net Assets exceed 3% of prior year expenditures;
	2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	3. A comprehensive website that provides at a minimum four of the following fiscal items:
	   o Most current financial reports presented to the governing board
	   o Salaries schedule/benefits/information
	   o Budget development process
	   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	   o The most current approved petition
	   o Fiscal policies and procedures manual

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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	***Existing Schools (based on the most current audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a *feasible* financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. _**SUPPLEMENTAL CRITERIA**_ 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>*New Schools:*</u>
 	
<u>***REQUIRED CRITERIA***</u>
1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and
9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.
	<u>*New Schools:*</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

Camino Nuevo Charter High 8570
Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.

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LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter High**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/16/2021**

Charter School Name:	Camino Nuevo Charter High			Location Code:	8570
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
1215 W. Miramar St.		**Los Angeles**	**90026**	**(213) 240-8700**	**(213) 481-1001**
Current Term of Charter:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2019 to June 30, 2024			**2**	**Central**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity** (day of visit)**:**	**Below by 237**	
263	**500**				
Grades Currently Served	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity** (day of visit)**:**	**Below by 47.4%**	
9-12	**9-12**				
Norm Enrollment Number:			**261**		
Total Number of Staff Members:	**29**	**Certificated:**	**16**	**Classified:**	**13**
Charter School's Leadership Team Members:		**Marisol Pineda Conde, Principal; Dorenyse Diaz, AP; Saul Jimenez, College Counselor**			
Charter School's Contact for Special Education:		**Marisol Pineda Conde, Principal; Darius Fequiere, CNCA Director of Special Education**			
CSD Assigned Administrator:	**Jose Rodriguez**		**CSD Fiscal Services Manager:**	**Paddy Mwembu**	
Other School/CSD Team Members:		**Esperanza Bacillo, Director of Operations; Jessica Hsieh, Associate Director of Special Education, Gina Harris, COP**			
REMOTE Oversight Visit Date(s):			**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**Yes – Lease Agreement**	**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**2**	**3**	**3**

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LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter High**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/16/2021**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress
G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:
- The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.
- The Governing Board bylaws are current and were amended on November 10, 2020
- School council(s) are in place as evidenced by the following documentation:
    - ELAC meeting agenda & minutes (10/20/20, 12/15/20and 2/9/21)
    - Agenda items included the following:
        - English Lerner Attendance
        - Whole School Attendance
        - Feedback on our program
        - School Closure
        - Reclassification Criteria
        - ELPAC Testing
    - SBC Meeting Agenda, & minutes (9/1/20, 11/17/20 and 1/26/21)
    - Agenda items included the following:
        - Distance Learning Update
        - Review Learning Continuity Plan
        - Fill out the Feedback Survey
        - SBC Election of Officers
        - Retention and Culmination Policy
        - Distance Learning Update
            - Incomplete Camp
            - Credit recovery courses
        - A-G Progress

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- An evaluation system for school leaders that includes the following criteria:
  - o Develops a shared commitment to the CNCA Mission
  - o Develops shared vision for realizing CNCA Mission
  - o Welcomes families and community members into the school
  - o Develops and implements a family engagement plan to develop a true partnership
  - o Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:
- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 12, 2021, and January 29, 2021 (Special)
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:
- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
  - o The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement
None

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

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Notes:
None

<u>NOTE</u>: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence

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<table>
<tr>
<td rowspan="2">Performance</td>
<td>
☒ The Governing Board complies with all material provisions of the Brown Act
☐ The Governing Board complies with most material provisions of the Brown Act
☐ The Governing Board complies with some material provisions of the Brown Act
☐ The Governing Board complies with few material provisions of the Brown Act
</td>
<td>
☒ Board meeting agendas (B1.4)
☒ Board meeting calendar (B1.5)
☒ Brown Act training documentation (B1.8a)
☒ Evidence of SB 126 implementation (B1.8b)
☒ Documentation of the school's agenda posting procedures (B1.9)
☐ Observation of Governing Board meeting
☐ Discussion with school leadership
☐ Other: (Specify)
</td>
</tr>
</table>

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:
• Student discipline
• Employee grievances and discipline
• Parent/stakeholder complaint resolution process
• Uniform Complaint Procedures

Rubric	Sources of Evidence
Performance ☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes (B1.4) ☒ Parent-Student Handbook(s) (B1.10) ☒ Uniform Complaint Procedure documentation (B1.11) ☒ Stakeholder complaint procedure(s) (B1.12) ☒ H.R. policies and procedures regarding staff due process (B1.13) ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric	Sources of Evidence
Performance ☒ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☐ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

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G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

Rubric	Sources of Evidence
Performance ☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data **(B1.4)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

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G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
• The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	☐ The school is fiscally strong with positive net assets in the prior two independent audit reports ☒ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below) See details regarding the school's financial condition under Item 30 under the Notes section of Fiscal Operations below.

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G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	**Sources of Evidence**
Performance	☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☒YES ☐NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress
 A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR
 The schoolwide Dashboard Suspension Rate Indicator color is green (2.9%)

 A8: DASHBOARD SUBGROUP ELA
 All numerically significant subgroups have "Status/DFS" scores above the statewide averages (Latino -8.8 vs. -26.6, and Socioeconomically Disadvantaged -9.6vs. -30.1)

 A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI)
 All numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners 24.3 vs. 16.8, Latino 41.5 vs. 36.1, and Socioeconomically Disadvantaged 41.9 vs. 35.8,)

 11: ENGLISH LEARNER RECLASSIFICATION –
 The school reclassifies English Learners at a rate higher than the state average (17.1% vs. 13.8%)

Areas Noted for Further Growth and/or Improvement
 A1: DASHBOARD SCHOOLWIDE ELA INDICATOR
 The schoolwide Dashboard ELA Indicator color is **orange** (-8.4)
  School leadership shared the following strategies to improve ELA achievement:
  • The school has partnered with Ensemble Learning to provide the following:
   o Development of a systemic strategy that examines data trends and targets the academic performance of English language instruction
   o Provide one-to-one coaching to build the capacity of the principal in leading school wide improvements
  • A team of school leaders and teachers have collaboratively used data to create a culture goal and develop academic intervention plan(s)
  • The school leadership team engages in strategic data cycles on interim assessment blocks and quarterly writing samples
  • Teachers engage in writing standards aligned prompts that are grounded in grade level text every quarter

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- English Learners are a focal point of data analysis which allows teachers to generate re-teaching actions that are incorporated into the upcoming unit plans

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR

The schoolwide Dashboard Math Indicator color is **yellow** (-107.7)

School leadership shared the following strategies to improve Math achievement:
- The leadership team ensures that math instruction is prioritized in the distance learning schedule. Students are receiving live instruction at least two times per week as opposed to one-time per week for all other content areas
- The leadership team is focusing on onboarding a new math team (all three math teachers are new)
- The leadership team is targeting math achievement, focusing on formative assessment.
- Teachers have engaged in more frequent data analysis cycles, based on standards aligned quizzes and exit ticket data
- Teachers engage in data analysis as follows:
  - What contributed to the completion rates?
  - What standards did students demonstrate mastery?
  - What standards did the students overall struggle with?
  - What are your hunches?
  - In what ways do these insights validate or challenge other data that you have collected? Why do you think that is?
  - What were some of the common misconceptions?
  - Teachers then backwards map, the next 6 weeks of instruction

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI)

The schoolwide Dashboard CCI color is **orange** (41.1%)

School leadership shared the following strategies to improve the College/Career indicator:
- All students receive 1:1 college and academic counseling for hands-on support through their high school courses and the college application and selection process
- The school has developed a three-tier system to track and monitor student graduation progress
  - Students identified in tier three have access to school based mental health support, an individualized graduation plan, college counseling, and 1:1 live check in with a case manager
- As part of the school's college preparatory program, the school offers courses and programs including; iGraduate for grades 9-12, Junior and Senior Seminar, college visits, college and career fairs, and financial literacy guest educators
- All 11th graders receive PSAT and SAT Preparation from Study Smarts tutors during their iGraduate time

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR

The schoolwide Dashboard Graduation Rate Indicator color is **orange** (76.5%)

School leadership shared the following strategies to improve the schools' graduation rate:
- All students receive 1:1 college and academic counseling for hands-on support through their high school courses and the college application and selection process

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- The school has developed a three-tier system to track and monitor student graduation progress
  - Students identified in tier three have access to school based mental health support, an individualized graduation plan, college counseling, and 1:1 live check in with a case manager
- The school provides a summer school program designed to offer students an opportunity to engage in credit recovery classes and remedial classes to help them access core content

A9: DASHBOARD SUBGROUP MATH
None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages (Latino -106.7 vs. -62.2, and Socioeconomically Disadvantaged -109.0 vs. -63.7)
School leadership shared the following strategies to improve Math achievement:
- The leadership team ensures that math instruction is prioritized in the distance learning schedule. Students are receiving live instruction at least two times per week as opposed to one-time per week for all other content areas
- Teachers received a series of professional development sessions to support their implementation of Distance learning
- The leadership team is focusing on onboarding a new math team (all three math teachers are new)
- The leadership team is targeting math achievement, focusing on formative assessment.
- Teachers have engaged in more frequent data analysis cycles, based on standards aligned quizzes and exit ticket data

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:

Rate of "**At Risk**" ELs in comparison to the state average – Lower (5.3% to 5.7%)

Rate of "**LTELs**" in comparison to the state average – Lower (5.7% vs. 8.9%)

Reclassification criteria:
Reclassification criteria are as follows:
- Summative ELPAC Score
  - Overall performance level of 4
- English Lexile Level
  - Lexile level falls within the "approaching college and career readiness" band or better
- English Writing Score
  - On-demand writing sample indicates that English writing approaches Standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score may be used for this criterion
- Teacher Evaluation
  - ELA progress report grade C or better

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- o Parent Opinion
  - o Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter

Graduation requitements

CNCA Proposed Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters (16.5 year long-classes)	165
I-grad & Senior Seminar	C or higher	3	30
Electives*	C or higher	15 semesters	75
Internship**	1 completed	1	5
Service Hours***	40 hours		5
College Application Completion	At least four college applications must be submitted		
			280

*For students transferring in, the minimum grade requirement for transferrable elective credits will be determined on a case by case basis.

** An internship must be completed for all CNCA High School students who attend CNCA high school beginning in ninth grade

*** 10 hours per year enrolled in a CNCA High School
**** In exceptional instances, such as newcomers beginning in 11th grade, the minimum number of credits required for graduation might be reconsidered, contingent on approval by CEO.

NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • California School Dashboard Schoolwide ELA data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☐ The schoolwide Dashboard ELA Indicator color is yellow ☒ The schoolwide Dashboard ELA Indicator color is either red or orange ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • California School Dashboard Schoolwide Math data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard Math Indicator color is blue ☐ The schoolwide Dashboard Math Indicator color is green ☒ The schoolwide Dashboard Math Indicator color is yellow ☐ The schoolwide Dashboard Math Indicator color is either red or orange ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • California School Dashboard Schoolwide ELPI data (CDE)	
Rubric	**Sources of Evidence**

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Performance	☐ The schoolwide Dashboard ELPI color is blue ☐ The schoolwide Dashboard ELPI color is green ☐ The schoolwide Dashboard ELPI color is yellow ☐ The schoolwide Dashboard ELPI color is either red or orange ☒ N/A - No color assigned for the ELPI on the Dashboard	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☒ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☐ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange ☐ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☒ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

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A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☒ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☐ The schoolwide Dashboard Suspension Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☒ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☐ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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Performance	Rubric	Sources of Evidence
	☒ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence

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Performance		
	☒ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator ☐ N/A - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence

Performance
 	
 ☒ The school reclassifies English Learners at a rate higher than the state average
 ☐ The school reclassifies English Learners at a rate similar to the state average
 ☐ The school reclassifies English Learners at a rate lower than the state average
 ☐ The school did not reclassify any of its English Learners
 ☐ N/A - The school did not have any English Learners
 ☐ N/A - No assessment of performance for this indicator
	☒ Reclassification report (CDE)
	 ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
	 ☐ ELPAC Criterion reports (CDE) **(B2.3)**
	 ☐ Reclassification Criteria for all applicable grade levels
	 (Additional info within "Notes" section above) (B2.4)
	 ☐ Rate of "**At Risk**" ELs in comparison to the state average
	     ☐ Higher
	     ☐ Same
	     ☒ Lower
	 (Additional info within "Notes" section above) (B2.4)
	 ☐ Rate of "**LTELs**" in comparison to the state average
	     ☐ Higher
	     ☐ Same
	     ☒ Lower
	 (Additional info within "Notes" section above) (B2.4)

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*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS** (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:
- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

  AB1505 "Verified Data" questions:

  1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
  2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
  3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
  4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

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analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels

☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels.

☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels

☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or did not provide "verified data".

☒ N/A - No assessment of performance for this indicator.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On September 25, 2018, the LAUSD Board of Education approved the school's renewal petition with the following academic benchmark:

The school must provide an annual update to the Charter Schools Division by December 1 of each year of the charter term demonstrating its progress related to the following:

The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, for "All Students" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians by the end of the charter term.

No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
Pleases see above A2 to see how the school is addressing achievement in Math

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LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**

☒ General Information
☒ Stakeholder Engagement
☒ In-Person Instructional Offerings
    Actions Related to In-Person Instructional Offerings
☒ Distance Learning Program which includes:
    Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and
    Progress, Distance Learning Professional Development, Staff Roles and Responsibilities,
    Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program
☒ Pupil Learning Loss
    Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies,
    Actions to Address Pupil Learning Loss
☒ Mental Health and Social Emotional Well-Being
☒ Pupil and Family Engagement and Outreach
☒ Additional Actions to Implement the Learning Continuity Plan
☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income
    Students
	☒ Learning Continuity Plan **(B2.7)**
	☒ Board Agenda and Minutes **(B2.7)**

Notes:	
None	

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES

The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Comprehensive Health, Safety, and Emergency preparedness plan, including emergency team roles and assignments, evacuation assembly and route maps, and emergency procedures
- Visitor's policy inside the Parent-Student Handbook
- COVID 19 Visitor Policy and Procedures
- Completion of Training Courses for Child Abuse, Blood Borne Pathogens, Pupil Suicide Prevention, and EPI Pen
- Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767

O3: STANDARDS–BASED INSTRUCTION

The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review and interviews with school leadership, the school provided the following evidence:

- Standard based lesson plans, unit plans, and pacing plans for: ELA, Math, and Science
- The school has partnered with Ensemble Learning to develop a systemic strategy that examines data trends and targets the academic performance of English Language instruction
- Classroom observations provided examples of student engagement, checks for understanding and feedback to students
- The school leadership team engages in strategic data cycles on Interim assessment blocks and quarterly writing samples
- WASC accreditation letter dated 5/1/2017, six-year cycle ending in June 30, 2022
- A-G high school courses have been approved through UC Doorway

O8: PROFESSIONAL DEVELOPMENT

The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review and interviews with school leadership, the school provided the following evidence:

- All teachers and staff participated in three days of staff development before the start of the school year, from August 5 through August 7, 2020
  - training included the distance learning program, best practices for synchronous and asynchronous remote instruction, a technology bootcamp session for training on Google Classroom, G Suite, Achieve 3000, Rosetta Stone, Peardeck, and Padlet
- The school leadership team engages in strategic data cycles on interim assessment blocks and quarterly writing samples
- Teachers receive PD every Friday in distance learning pedagogy, accelerated learning practices to mitigate learning loss, assessment and data analysis, and intellectual preparation.

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- Administrators receive PD in leading accelerated learning through a partnership with ANet.
- Teachers receive regular (weekly to bi-weekly) coaching and observation, and meet with the administrator on at least a bi-weekly basis to debrief observations, analyze student work and data, and plan for shifts in practice
- The Special Education team and ELD teachers collaborate on a weekly basis with General Education teachers during Friday's Intellectual Preparation

<u>Areas Noted for Further Growth and/or Improvement</u>

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis

The schoolwide Dashboard ELA Indicator color is **orange**

The schoolwide Dashboard Math Indicator color is **yellow**

The schoolwide Dashboard CCI color is **orange**

The schoolwide Dashboard Graduation Rate Indicator color is **orange**

None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages

In light of these results, and to support improved academic achievement, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

<u>Corrective Action Required</u>

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff and sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence

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Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ Documentation of emergency drills and training **(B3.1c)** ☐ Evidence of provision and location of onsite emergency supplies **(B3.1b)** ☐ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)** ☒ **Virtual classroom observation** ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Evidence of SB 972 **(B3.2f)** ☐ Discussion with school leadership ☐ Other: (Specify)

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O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric		Sources of Evidence
Performance	☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS (**B3.3a**) ☒ LCAP (**B3.3b**) ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☒ UC Doorways course approval documentation **(B3.3e)** ☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☒ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☒ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter High**
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance ☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program in alignment with the school's charter **(B3.3k)** ☐ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school: • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent	
Rubric	**Sources of Evidence**
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☐ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

> *The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*
> - Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
> - Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
> - Minimize discretionary suspensions and expulsions
> - Reduce or eliminate suspension disproportionality for student subgroups
> - Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☒ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ ~~Interview of teachers and/or other staff~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **Camino Nuevo Charter High**

DATE OF VISIT: **3/16/2021**

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)** ☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4d)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

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O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information ☒ Evidence of implementation of AB 2022 **(B3.4e)** ☒ Evidence of implementation of AB 34 **(B3.4e)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter High**

DATE OF VISIT: **3/16/2021**

Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter High**

Annual *Performance-Based Oversight Visit Report*

DATE OF VISIT: **3/16/2021**

Location Code:	8570
School Name:	Camino Nuevo Charter High
FY Start Date:	2004-05

Charter #:	635
CDS Code:	1964733 0106435

2017-2018 / 2018-2019 / 2019-2020

8570 Camino Nuevo Charter High	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		443,003	514,543	1,374,420	1,374,420		0	453,864	844,671	844,671		651,279	639,908	1,394,212	1,363,386
Current Assets		897,197	808,355	1,478,977	1,478,977		0	716,774	1,040,768	1,040,768		943,613	897,453	1,827,458	1,796,633
Fixed and Other Assets		19,463,246	19,480,133	19,361,638	19,361,638		0	19,072,565	18,902,254	18,902,255		18,352,318	18,352,318	18,364,759	18,364,759
Total Assets		20,360,443	20,288,488	20,840,615	20,840,615		0	19,789,339	19,943,021	19,943,023		19,295,931	19,249,771	20,192,217	20,161,392
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		408,690	381,724	954,524	726,929		0	693,610	837,788	837,788		890,103	840,423	1,649,195	1,642,480
Other Long Term Liabilities		9,615,181	9,615,181	9,618,724	9,846,318		0	9,334,110	9,311,704	9,311,704		9,041,516	9,041,516	9,045,510	9,021,398
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		10,023,872	9,996,905	10,573,248	10,573,247		0	10,027,720	10,149,492	10,149,492		9,931,619	9,881,939	10,694,705	10,663,878
Net Assets		10,336,571	10,291,582	10,267,367	10,267,368		9,815,648	9,761,619	9,793,529	9,793,531		9,364,312	9,367,832	9,497,512	9,497,514
Total Revenues	4,761,056	4,516,964	4,484,314	4,496,709	4,496,713	3,904,216	4,049,770	4,073,561	4,027,078	4,027,080	4,228,341	3,751,359	3,787,675	3,798,740	3,798,739
Total Expenditures	5,293,823	5,932,704	5,945,044	5,981,654	5,320,209	4,409,114	4,501,490	4,579,310	4,500,917	4,500,917	4,523,133	4,180,576	4,213,372	4,094,757	4,094,756
Net Income / (Loss)	(532,767)	(1,415,740)	(1,460,731)	(1,484,945)	(823,496)	(504,898)	(451,720)	(505,749)	(473,839)	(473,837)	(294,792)	(429,217)	(425,697)	(296,017)	(296,017)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	(661,449)	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(532,767)	(1,415,740)	(1,460,731)	(1,484,945)	(1,484,945)	(504,898)	(451,720)	(505,749)	(473,839)	(473,837)	(294,792)	(429,217)	(425,697)	(296,017)	(296,017)
Net Assets, Beginning	11,683,775	11,752,311	11,752,311	11,752,312	11,752,313	10,382,799	10,267,368	10,267,368	10,267,368	10,267,368	9,761,619	9,793,529	9,793,529	9,793,529	9,793,531
Adj. for restatement / Prior Yr Adj	0	1	2	0	0	0	0	0	0	0	(1,825)	0	0	0	0
Net Assets, Beginning, Adjusted	11,683,775	11,752,312	11,752,313	11,752,312	11,752,313	10,382,799	10,267,368	10,267,368	10,267,368	10,267,368	9,759,794	9,793,529	9,793,529	9,793,529	9,793,531
Net Assets, End	11,151,009	10,336,571	10,291,582	10,267,367	10,267,368	9,877,901	9,815,648	9,761,619	9,793,529	9,793,531	9,465,002	9,364,312	9,367,832	9,497,512	9,497,514

Audited Financials / 2020-2021

8570 Camino Nuevo Charter High	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,236,098	1,374,420	844,671	1,363,386	0		286,471	0	0	0
Current Assets	2,413,009	1,478,977	1,040,768	1,796,633	0		1,295,949	0	0	0
Fixed and Other Assets	19,702,149	19,361,638	18,902,255	18,364,759	0		17,783,674	0	0	0
Total Assets	22,115,158	20,840,615	19,943,023	20,161,392	0		19,079,623	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	487,494	726,929	837,788	1,642,480	0		1,215,568	0	0	0
Other Long Term Liabilities	9,875,351	9,846,318	9,311,704	9,021,398	0		8,749,398	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	10,362,845	10,573,247	10,149,492	10,663,878	0		9,964,966	0	0	0
Net Assets	11,752,313	10,267,368	9,793,531	9,497,514	0		9,114,657	0	0	0
Total Revenues	4,420,165	4,496,713	4,027,080	3,798,739	0	3,648,082	4,150,480	0	0	0
Total Expenditures	4,936,213	5,320,209	4,500,917	4,094,756	0	4,223,737	4,533,336	0	0	0
Net Income / (Loss)	(516,048)	(823,496)	(473,837)	(296,017)	0	(575,655)	(382,856)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	(661,449)	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(516,048)	(1,484,945)	(473,837)	(296,017)	0	(575,655)	(382,856)	0	0	0
Net Assets, Beginning	12,268,361	11,752,313	10,267,368	9,793,531	0	9,367,832	9,497,513	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	97,796	0	0	0	0
Net Assets, Beginning, Adjusted	12,268,361	11,752,313	10,267,368	9,793,531	0	9,465,628	9,497,513	0	0	0
Net Assets, End	11,752,313	10,267,368	9,793,531	9,497,514	0	8,889,973	9,114,657	0	0	0

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter High**

DATE OF VISIT: **3/16/2021**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating 3, *Proficient*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	3
Camino Nuevo Charter High's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of $9,479,514 and a net loss of ($296,017). The 2020-2021 First Interim report projected positive net assets of $9,114,658 and a net loss of ($382,856). According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCHS1is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of $81,647,426 and net income of $1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of ($71,868) and net income of $0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCHS1 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations. Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of $734,495 as Base Compensation and $163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.	

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Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	$11,752,313	$10,267,368	$9,793,531	$9,497,514	$9,114,658
Net Income/Loss	($516,048)**	($823,496)**	($473,837)**	($296,017)**	($382,856)**
Transfers In/Out	$0	($661,449)*	$0	$0	$0
Prior Year Adjustment(s)	$0	S0	$0	$0	$0

*The $661,449 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCHS1 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 31 in the Notes section below.

** See Item 30 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices

1. **Late Payments to Vendors:**
   Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the 34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	1028537M	7/15/2020	6/05/2020	Advanced Pure Water Solutions	$ 121.34	405695LF202004 Late Fee Charge $20 405695LF202005 Late Fee Charge $20
2	1028440	4/05/2020	6/30/2020	Advanced Pure Water Solutions	$ 81.34	405695LF202003 Late Fee Charge $20
3	1030053	7/31/2020	7/15/2020	Pitney Bowes (Purchase Power)	$ 701.90	"Late fees $29.99; Over limit fee $39.00 and Finance charges $6.20."
				Total	**$904.58**	

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCHS1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of missed or late invoices, CNCA3'sSchool Operations Manager has implemented a weekly invoice check-in with the School Principal to

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ensure that all invoices are reviewed in a timely manner. CNCA3's School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices. The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, in order to prevent the school from incurring additional late fees and/or over-limit and finance charges in the future. The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight.	
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.	

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCHS1 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $1,363,386 and total expenditures equal $4,094,756. Therefore, the school's cash reserve level is 33.30%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
    b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: $1,001,152.31; (2) Date: 5/4/2020, Amount: $501.22; (3) Date: 6/30/2020 Amount: $1,265.02; (4) Date: 6/30/2020, Amount: $319.90; (5)   Date: 8/28/2020, Amount: $578.08; (6)   Date: 10/28/2020, Amount: $442.49; (7) Date: 10/30/2020, Amount: $163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
    a. American Express Credit Card Ending in X1502 (Executive Director)

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  b. American Express Credit Card Ending in X1163 (Preschool Director)
  c. American Express Credit Card Ending in X1478 (Vice President of Programs)
  d. American Express Credit Card Ending in X2427 (Director of Facilities)
  e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
  f. American Express Credit Card Ending in X2005 (Governing Board Member)
  g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
  h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
  i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
  j. American Express Credit Card Ending in X1528 (Director of Development)
  k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
  l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
  m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
  n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
  o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
  p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
  q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
  r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance

17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
  a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
  b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
  c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of $657,000. The school's critical needs financing includes board approved requests of $250,000, $150,000 and $257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - $1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at $18,240 and a final irregular payment of $1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter

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Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.

26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.

27. Pursuant to AB 1871, a signed written statement that indicates that CNCHS1 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.

28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:

    a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.

    b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.

    c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for $1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of $211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.

29. The 2019-2020 audited and unaudited actuals nearly mirror each other.

30. CNCHS1 has reported net losses for the most recent four years (per its independent audit reports), primarily due to the fact that CNCHS1's student enrollment has experienced a downward trend. The school reported Norm Enrollment decreased from 356 students to 327, 286, 262, and 261 students from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. Due to the school's enrollment challenges, on December 8, 2020, the CNCA governing board voted to close the school by June 30, 2021. Additionally, according to CNCA, the net loss as reported in the 2019-2020 audit was ($296,017). However, further analysis of this loss reflects that the school's operating income in terms of Earning before Interest, Taxes, and Depreciation (EBITDA) was $452,706. The variance between EBITDA and the net loss reflected in the 2019-2020 audit report was primarily applicable to the Proposition 1D construction award (site/building improvements and debt service interest). Also, per CNCA, the projected net loss in the 2020-2021 First Interim report was ($382,856). Similar analysis of the forecasted First Interim loss indicates that the school's operating income in terms of EBITDA was $369,538 which is as well attributable to the Proposition 1D award (site/building improvements and debt service). The

31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole

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statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of $4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programing consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the $4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by $4 million. Based on CNCA's calculation, CNCHS1's pro-rata share of this one-time asset transfer was $661,449.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA $250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this $250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the $250,000 interest-free loan is only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNCHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of $125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCHS1. CNCHS1's reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school's 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school's projected enrollment figure of 290 students reflected in CNCHS1's June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned $250,000 loan to CNCHS1, the additional $125,000 loan to CNCHS1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the $125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of $257K for CNCHS1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCHS1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school's enrollment of 33 students. Without this funding, CNCHS1 was

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projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3's (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew $1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of $1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG's CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's CFO stated: "The current $1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2021, the account balance was $1,630,311 and there have been no account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of the September 25, 2018 renewal petition approved by the LAUSD Board of Education (Board of Education Report 074-18/19), during the 2020-2024 charter term, Camino Nuevo Charter High must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

- Provide detailed plans and a five-year budget to the Charter Schools Division that indicate consistent improvements to the school's cash flow relative to its overall fiscal condition, no later than June 1, 2019.
- Provide five-year budget that reflects non-restricted cash reserve levels of no less than 5.0% each year.
- Provide the Charter Schools Division with an annual update by June 1 of each year of the charter term, as to its progress in improving the school's cash flow and successfully executing the five-year budget, as referenced in the fiscal benchmark above.

On June 1, 2019, PN-EDG submitted CNCHS1's five-year budget to the CSD. On October 21, 2019, PN-EDG submitted a revised budget for CNCHS1 to reflect its 2019-2020 actual student enrollment (265), a (3.13%) change in revenue, and a (6.5%) change in expenditures from the prior year. Per documentation provided to the CSD, the school's under-enrollment and the aggregate $317,000 reduction amount in expenditures were presented to the CNCA governing board during a regular scheduled board meeting on August 27, 2019. With additional cost reductions, the school's 10/21/2019 budget model projected net income/loss of ($305,455), $174,078, $351,218, $362,608, and $316,178 for Fiscal Years 2019-2020 through 2023-2024, respectively, and student enrollment of 264, 310, 340, 360, and 370 for the corresponding years. CNCHS1's 10/21/2019 budget projected positive cash balances and cash reserve levels above 10% for the remainder of its current charter term.

Based on PN-EDG's annual update and the further revised budget submitted to the CSD on June 5, 2020, the school expects to realize a net loss ($519,507) in Fiscal Year 2020-2021, partly due to the anticipated adverse economic impacts from COVID-19 (based on the budget cited as part of "the California Governor's May Revise Proposal, which include a 0% statutory COLA, a -7.92% cut to LCFF and deferral of the April – June LCFF payments or 21% of the aggregate LCFF revenue," as stated by PN-EDG). PN-EDG further stated: "The combined impact of the Governor's proposed reductions and the slow growth enrollment model make it

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necessary for [CNCHS1] to utilize an additional use of the restricted reserve fund." An additional $257K loan from PN-EDG Restricted Fund ("PN EDG Restricted Fund Loan #3") is reflected in CNCHS1's 6/5/2020 revised budget, which, when funded, will bring the school's aggregate loan balance from the PN-EDG Restricted Fund to $632K. CNCHS1's 6/5/2020 budget model projected net income/loss of ($519,507), $120,731, $36,488, and $81,433, from Fiscal Year 2020-2021 through Fiscal Year 2023-2024, respectively, and student enrollment of 260, 340, 360, and 380, for the corresponding years. CNCHS1's 6/5/2020 budget model projected positive cash balances and cash reserve levels above 5% for its current charter term.

On June 5, 2021, PN-EDG submitted a revised budget for CNCHS1 that reflected budgeted enrollment of 260 students or a (1.89%) decline relative to actual enrollment for Fiscal Year 2019-2020. CNCHS1's 2020-2021 Norm Enrollment reported 261 students, which was an indication of the school's pervasive struggle with enrollment. As discussed under Item 31 in the Notes section above, the second ($150.000) and the third ($257,000) use of PN-EDG Restricted Fund for a total of $407,000 loan increased the school's aggregate loan balance from the PN-EDG Restricted Fund to $647,000, which was reflected in CNCHS1's 6/5/2021 revised budget. A comparison of the annual update budget projections submitted by CNCA in 2019-2020 and 2020-2021 indicates a progressive decline in annual enrollment and negative operating results at CNCHS1 (leading to the CNCA governing board's approval to close the school, as discussed below).

On December 8, 2020 at a Special CNCA governing board meeting, a "Motion for continuing operation of CNCHS1 after June 30, 2021" was proposed and voted on. The final majority vote approved the motion ensuring that CNCHS1 ceases to operate at the end of Fiscal Year 2020-2021. The key drivers for the school closure was the continuously declining trend in enrollment and the persistent history of operating net losses over the years. As part of the CSD charter closeout procedure, a charter school shall provide LAUSD within fourteen (14) calendar days of the closure action with written notice of any payments due to staff and the timeframe and method by which the charter school shall make the payments. CNCHS1 has furnished such information to the CSD.

The CSD will continue to monitor the school's closeout procedure through the end of Fiscal Year 2020-2021 and beyond in order to ensure CNCHS1's full compliance with charter closeout requirements.

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Fiscal Operations Rubrics

Existing School – *a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School – *a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

LAUSD CHARTER SCHOOLS DIVISION   SCHOOL NAME: **Camino Nuevo Charter High**

Annual Performance-Based Oversight Visit Report   DATE OF VISIT: **3/16/2021**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
 1. Positive Net Assets exceed 4% of prior year expenditures;
 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
 3. A comprehensive website that provides at a minimum four of the following fiscal items:
     o Most current financial reports presented to the governing board
     o Salary schedules/benefits/information
     o Budget development process
     o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
     o The most current approved petition
     o Fiscal policies and procedures manual
	SUPPLEMENTAL CRITERIA
	 1. Positive Net Assets exceed 3% of prior year expenditures;
	 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	 3. A comprehensive website that provides at a minimum four of the following fiscal items:
	     o Most current financial reports presented to the governing board
	     o Salaries schedule/benefits/information
	     o Budget development process
	     o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	     o The most current approved petition
	     o Fiscal policies and procedures manual

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Camino Nuevo Charter High**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **3/16/2021**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### _REQUIRED CRITERIA_ 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	**_Existing Schools (based on the most current audit):_** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a *feasible* financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/16/2021**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. #### *SUPPLEMENTAL CRITERIA* 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter High**

DATE OF VISIT: **3/16/2021**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
<u>New Schools:</u>	<u>New Schools:</u>

<u>REQUIRED CRITERIA</u>
1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and
9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Camino Nuevo Charter High**

DATE OF VISIT: **3/16/2021**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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Cover Sheet

LCAP Process Update

Section: VIII. Operations & Student and Family Services
Item: A. LCAP Process Update
Purpose: FYI
Submitted by: Chantavia Moore
Related Material: LCAP Presentation to BOD.pptx

BACKGROUND:
VP, of Strategy & Operations to provide update
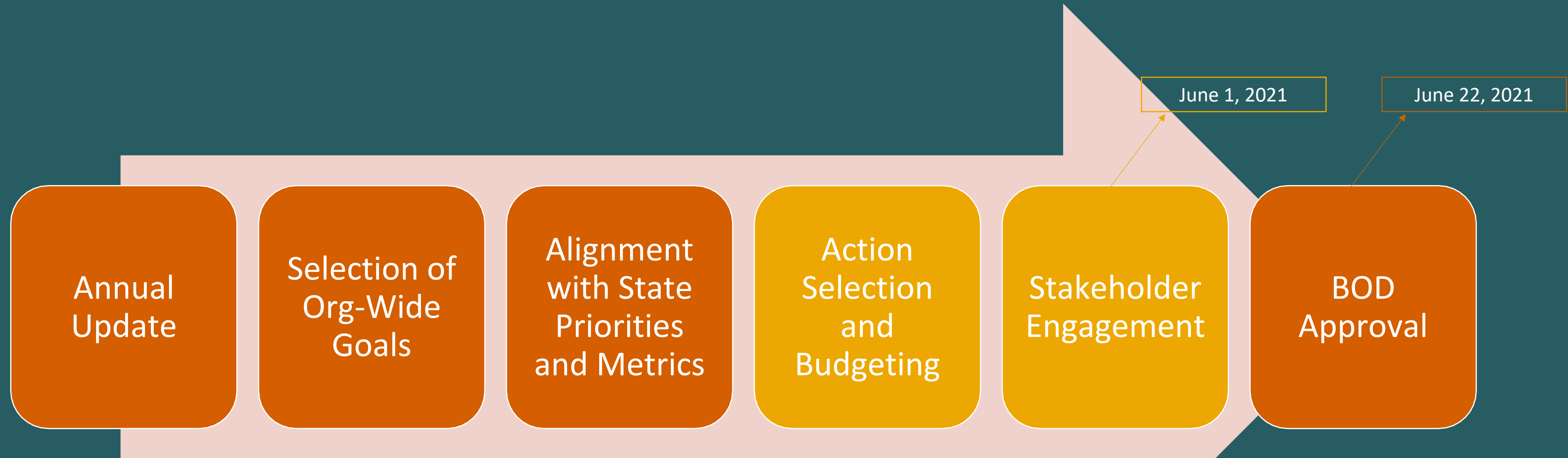
RECOMMENDATION:
Information

LCAP 2021-2024

May 2021

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LCAP Process (2021-2024)

Org-Wide

Site-Specific

Annual Update

Selection of Org-Wide Goals

Alignment with State Priorities and Metrics

Action Selection and Budgeting

Stakeholder Engagement

BOD Approval

June 1, 2021

June 22, 2021

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3 Year LCAP Goals (PREVIEW)

1. **Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.**

   - State Priorities: 2. Implementation of State Standards, 3. Parent Involvement, 4. Pupil Achievement

2. **All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.**

   - State Priorities: 1. Basic, 7. Course Access, 8. Other Pupil Outcomes

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

   - State Priorities: 5. Pupil Engagement, 6. School Climate

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Cover Sheet

Preview of Summer Programming and Technology/Recreation Pod Update

Section: VIII. Operations & Student and Family Services
Item: B. Preview of Summer Programming and
Technology/Recreation Pod Update
Purpose: Discuss
Submitted by: Erica Gonzalez
Related Material: Board meeting_Summer School Plans.pdf

BACKGROUND:
VP, of Student & Family supports will provide update

RECOMMENDATION:
Information

Summer School and Pod Update

May 2021

Proposed Summer School Programming

- In partnership with Think Together, provide a full day of in-person programming focused on social emotional support and inquiry-based academic activities

- Tentative Schedule: June 21, 2021 – July 16, 2021

- Tentative hours: TBD; but goal is 7.5 hours for K-8; shorter for high school based on credit recovery requirements

- Students served: K-8 -100 per campus; HS - TBD
  - High School will also offer credit recovery, both in-house and through OFY

Timeline
- By May 21- solidify proposal from Think Together and schedule

- Week of May 24th – begin family notification, orientations & enrollment

- June 7 – staff training and site walk throughs

Proposed Mental Health Programming

- Over a two- week period, provided targeted cross-site virtual Wellness Workshops. Target groups include:
  - Parent Wellness- English & Spanish
  - 8th grade students transitioning to High School
  - High School students – general wellness
  - K-8 students- tentatively group led by grade level – K-1; 2nd-4th; 5th-8th;

- **Timeline:**
  - Last week of May (5/24) Sonia will send out a org-wide announcement to families on the *Summer Wellness Program at CNCA* through Parent Square
  - Initial announcement will include info on group topic and, targeted members (grade level/parents)
  - First week of June, we will send out links for each group(with more description) so families can sign up through Parent Square.
  - Work through June to finalize member sign-up and curriculum.

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Pod Update

- **Pods are up and running!**
- **Ratio update per County guidance**
  - **K-5 – 20 students per 2 adults**
  - **6-12 – 15 students per 1 adult**
- **K-8 schools – are running 3 pods and may launch a 4th pod**
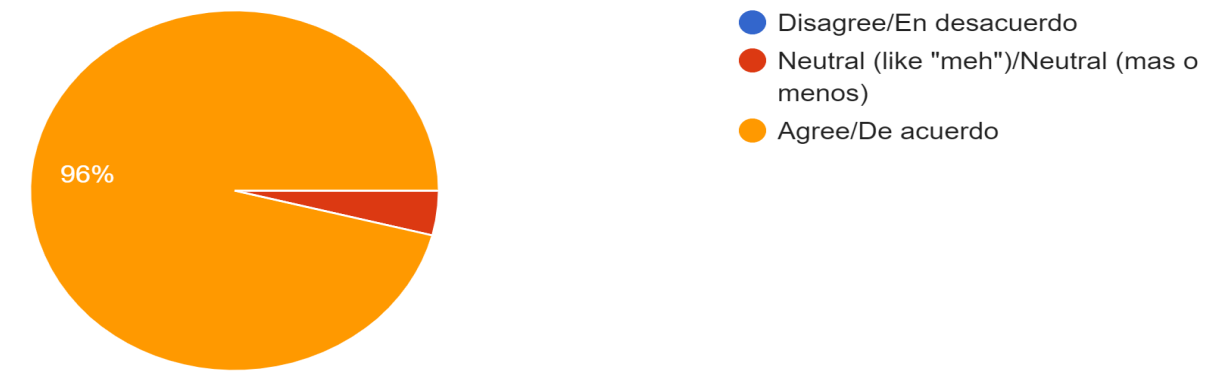- **High Schools – running 2 pods**

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Pod K-2 Student Survey Feedback

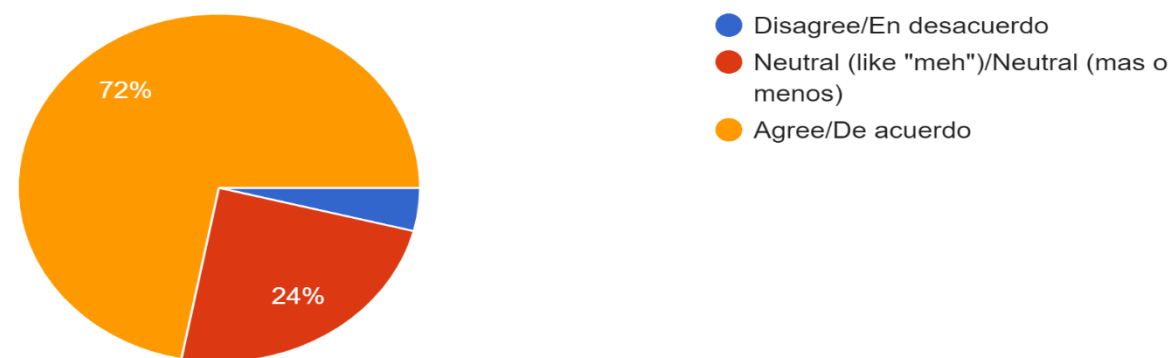**I feel welcomed by the school staff./Me siento bienvenido por el personal de la escuela.**
25 responses
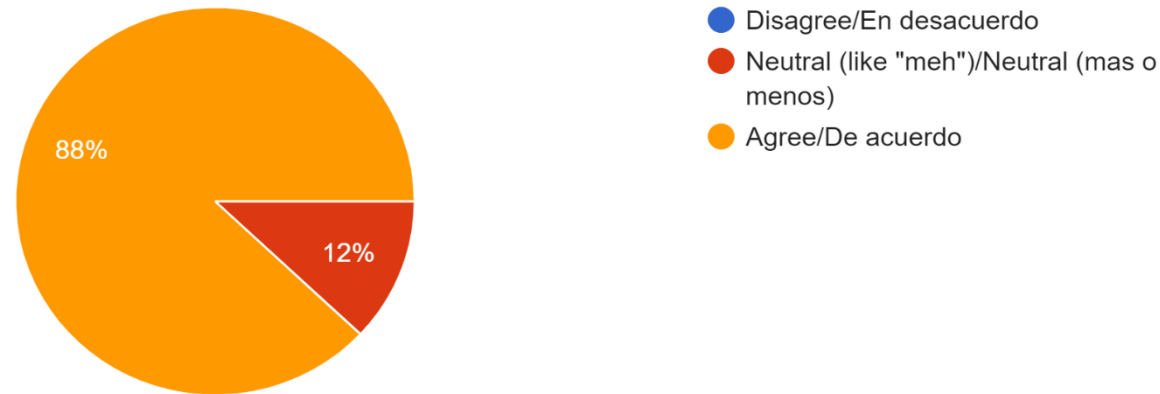
- Disagree/En desacuerdo
- Neutral (like "meh")/Neutral (mas o menos)
- Agree/De acuerdo

88%
12%

I feel safe because the staff follows the COVID rules/expectations./Me siento seguro porque el personal sigue las reglas / expectativas contral el COVID.
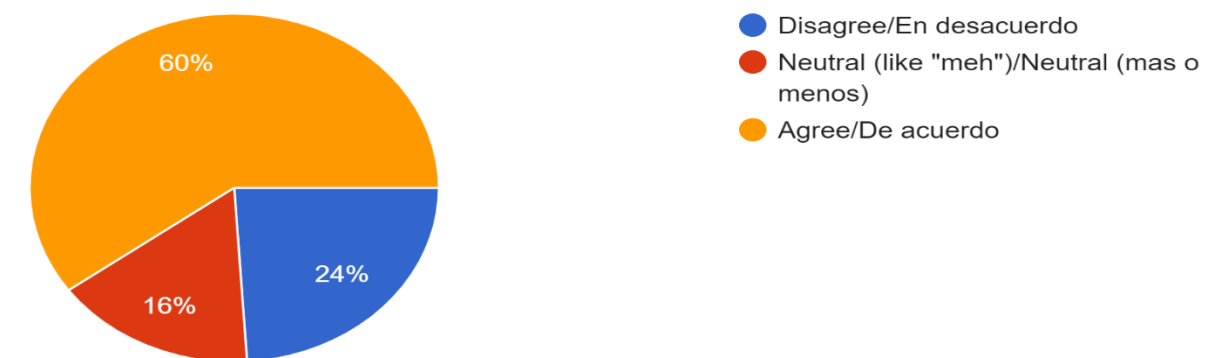25 responses

- Disagree/En desacuerdo
- Neutral (like "meh")/Neutral (mas o menos)
- Agree/De acuerdo

96%

I feel like the classrooms are COVID safe./Siento que los salones de clase son seguros contra el COVID.
25 responses

- Disagree/En desacuerdo
- Neutral (like "meh")/Neutral (mas o menos)
- Agree/De acuerdo

72%
24%

I feel that I can FOCUS more and GET MORE WORK DONE in the PODs than I can at home./Siento que puedo ENFOCARME más y COMPLETAR MAS TAREAS trabajando en los grupos que en mi casa.
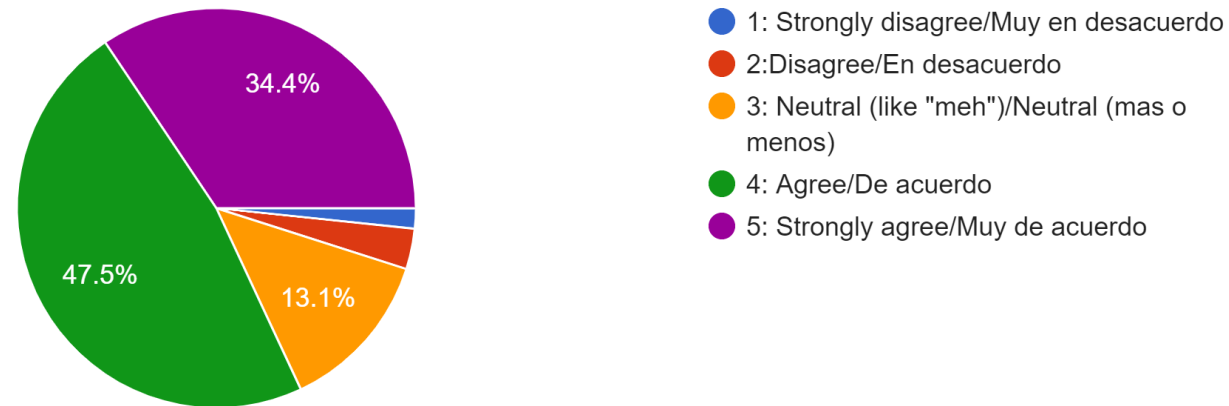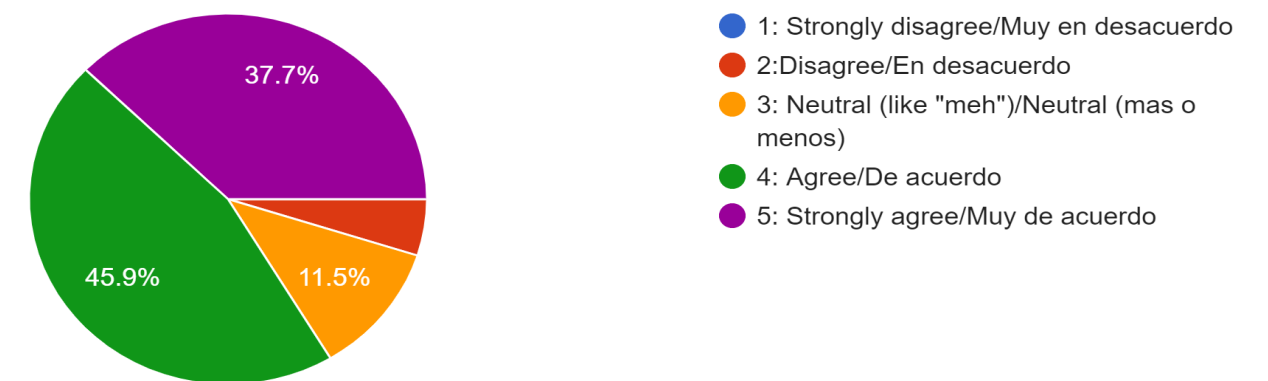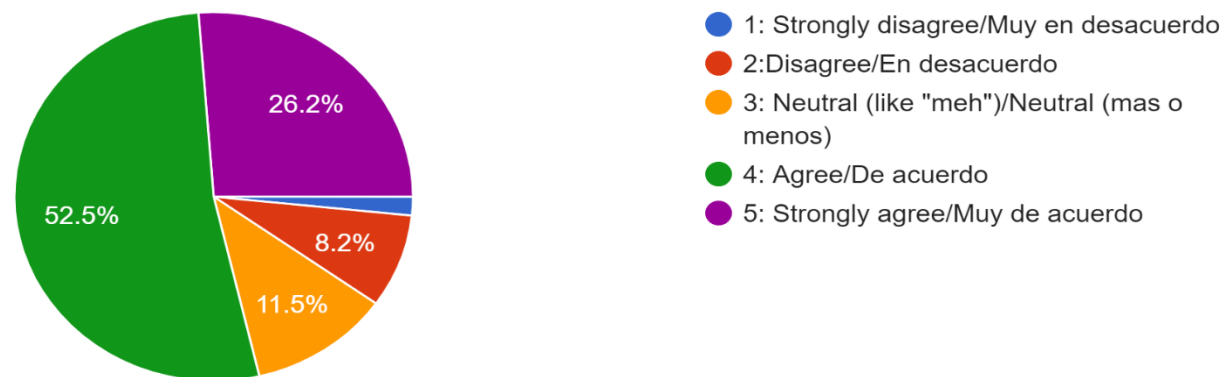25 responses

- Disagree/En desacuerdo
- Neutral (like "meh")/Neutral (mas o menos)
- Agree/De acuerdo

60%
24%
16%

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Pod 3-12 Student Survey Feedback

I feel welcomed by the school staff./Me siento bienvenido por el personal de la escuela.

61 responses

- 1: Strongly disagree/Muy en desacuerdo
- 2:Disagree/En desacuerdo
- 3: Neutral (like "meh")/Neutral (mas o menos)
- 4: Agree/De acuerdo
- 5: Strongly agree/Muy de acuerdo

34.4%
47.5%
13.1%

I feel safe because the staff follows the COVID rules/expectations./Me siento seguro porque el personal sigue las reglas / expectativas contral el COVID.
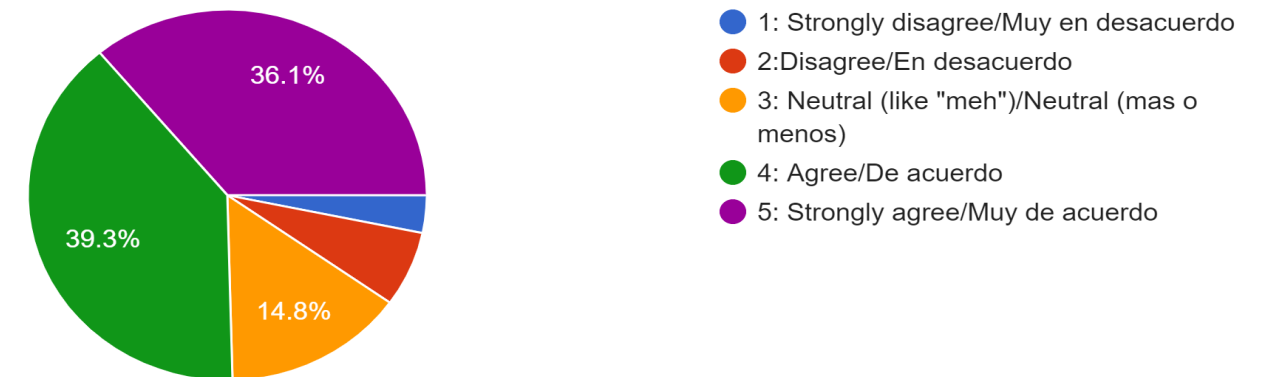
61 responses

- 1: Strongly disagree/Muy en desacuerdo
- 2:Disagree/En desacuerdo
- 3: Neutral (like "meh")/Neutral (mas o menos)
- 4: Agree/De acuerdo
- 5: Strongly agree/Muy de acuerdo

37.7%
45.9%
11.5%

I feel like the classrooms are COVID safe./Siento que los salones de clase son seguros contra el COVID.

61 responses

- 1: Strongly disagree/Muy en desacuerdo
- 2:Disagree/En desacuerdo
- 3: Neutral (like "meh")/Neutral (mas o menos)
- 4: Agree/De acuerdo
- 5: Strongly agree/Muy de acuerdo

26.2%
52.5%
8.2%
11.5%

I feel that I can FOCUS more and GET MORE WORK DONE in the PODs than I can at home./Siento que puedo ENFOCARME más y COMPLETAR MAS TAREAS trabajando en los grupos que en mi casa.

61 responses

- 1: Strongly disagree/Muy en desacuerdo
- 2:Disagree/En desacuerdo
- 3: Neutral (like "meh")/Neutral (mas o menos)
- 4: Agree/De acuerdo
- 5: Strongly agree/Muy de acuerdo

36.1%
39.3%
14.8%

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Cover Sheet

Preview of Hybrid Model and ELO Grant

Section: IX. Academic Update
Item: A. Preview of Hybrid Model and ELO Grant
Purpose: Discuss
Submitted by: Rachel Hazlehurst
Related Material: Academic Update May 2021-TPL1-WM-7278.pdf

BACKGROUND:
VP, of Curriculum and Instruction will provide an update on hybrid planning & the Expanding Learning Opportunity grant

RECOMMENDATION:
Information

Academic Update

VP of Curriculum and Instruction

Rachel Hazlehurst

21-22 Hybrid Planning

Context

❖ We are planning for a potential hybrid model for the 21-22 school year, including a full distance-learning option for families who choose to opt out **for the 1st semester only**

Rationale

❖ If the case rates and vaccine distribution continues in a positive direction, we may be able to open for full in-person instruction.
   ❖ We know how to do that.   A hybrid model is much more complicated.

❖ Opportunity to engage stakeholders in collaborative design work
   ❖ Implications go beyond the hybrid model → CNCA's trauma-informed, equity-driven response

Design Thinking
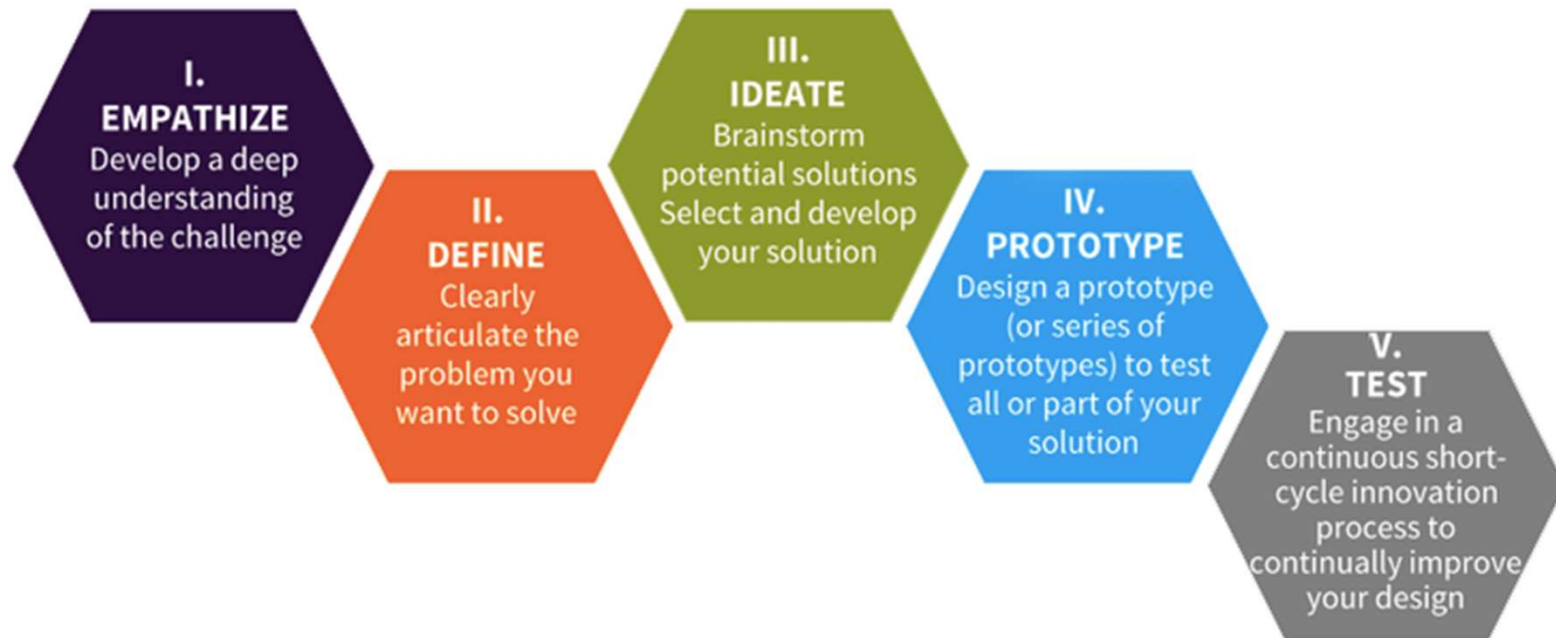
Our Design Teams

- ❖ Separate teams for elementary, middle, and high school

- ❖ Lead by the Content Team and managed by VP of Curriculum and Instruction

- ❖ Participants include teachers, TAs, special education service providers, family coordinators, SOMs, APs, and principals

- ❖ Bi-monthly meetings of 60-90 minutes each

Scope and Sequence

March: Empathize

Helpers create a plan to collect empathy data

→

April:

Define

Helpers co-create a set of guiding principles that must be present in our hybrid model

→

April:

Ideate

Helpers co-design schedules, including staff assignment models, stable cohorts, learning (all tiers), and socialization (all tiers)

→

May:

Prototype

Helpers "test" their design(s) by getting input from stakeholders

→

June:

Revise and finalize the plan

Hybrid Guiding Principles (sample)

- ❖ We will try to avoid simultaneous instruction of in-person and at-home students

- ❖ We will ensure equity between in-person and at-home instruction

- ❖ We will embed protected planning time and PD time into the schedule in order to support teachers with hybrid instruction

- ❖ We will aim for a schedule that is easily transferable to full in-person

- ❖ We will embed sacred intervention time and SEL time that students are expected to participate in

Schedule Ideas (so far)

❖ Split students' schedules between in-person and online – either half days or every other day

❖ Narrow the number of elective offerings per cohort in the secondary grades to keep kids with the same cohort for all or most of the day
  ❖ Or, all electives could be virtual

❖ All secondary teachers have one distance learning period for students who have opted out of hybrid/in-person

❖ Use one-time funding to hire temporary support staff to help manage remote learners

❖ Flipped classroom model
  ❖ New learning happens online for all students (all students receive the same first teaching)
  ❖ In-person learning is for guided practice and differentiated support

Next steps

- ❖ All three committees will have draft schedules by the end of May

- ❖ End of May → Early June
  - ❖ Stakeholder feedback, including the Education Committee
  - ❖ Families choose their program for the first semester: hybrid or distance learning

- ❖ Model finalization by end of June once we have true numbers to enable cohort design
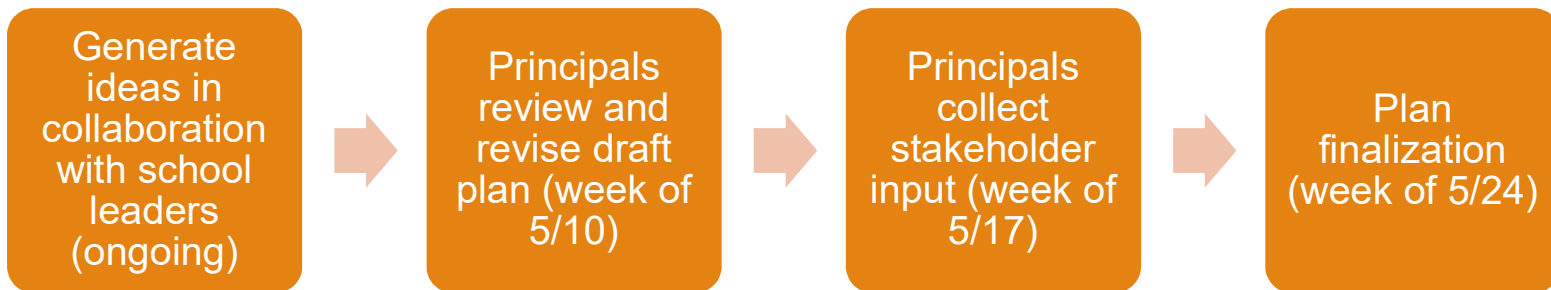
Expanded Learning Opportunity

ELO Grant

Allowable expenses

Supplemental instruction and support strategies:

1. Extending instructional time

2. Accelerating progress to close learning gaps

3. Integrated student supports

4. Community learning hubs that provide access to technology

5. Support for credit deficient students

6. Additional academic services, such as assessments

7. Training for staff on trauma-informed practices, students' socio-emotional health, and academic needs

Plan Design Timeline

| Generate ideas in collaboration with school leaders (ongoing) | → | Principals review and revise draft plan (week of 5/10) | → | Principals collect stakeholder input (week of 5/17) | → | Plan finalization (week of 5/24) |

Draft Priorities for ELO Grant

- ❖ Summer programming

- ❖ Supplemental & embedded intervention
  - ❖ Platforms & staff

- ❖ Mental health services

- ❖ Staff development
  - ❖ Restorative practices & socio-emotional learning
  - ❖ Literacy, STEM, and Ethnic Studies

- ❖ Verified data source for diagnostic and benchmark assessments

SBAC Viability

State Board of Education: Flexibilities

The SBE approved the plan that for the 2020–21 school year, LEAs be allowed to use the most viable option for assessment in their local context, including:

❖ Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for ELA and mathematics <u>or</u>

❖ other diagnostic, benchmark, or interim assessments

Guardrails

Other assessments that:

- Are aligned with California Common Core State Standards for ELA and mathematics
- Are available to assess students in grades 3–8 and grade 11
- Are uniformly administered across a grade span, school, or district
- Provide results that can be reported to parents/guardians, educators about individual students, and to the public by school and by district, and are disaggregated by student group

CNCA Context: Grades 3-8

➢ Our students and families **deserve to receive a comprehensive picture** of their progress this year

➢ We **do not have another assessment that is this comprehensive**, nor one that meets the requirements of being aligned to state standards and can be uniformly administered.

  ➢ Some districts already give something like the NWEA/MAP assessment and are giving that instead of SBAC this year. We have previously opted for shorter assessments that are more aligned to our instructional pacing (e.g., Illuminate math benchmarks).

➢ We are **committed to using the data** as soon as we receive it to determine how best to support each student with targeted programming and instruction in the summer and 21-22 school year

  ➢ We will couple SBAC data with more detailed screeners/diagnostics to help us meet all students' needs

Grade 11 & Non-Viability

CNCA Context: Grade 11

❖ Challenges of non-managed devices
  ❖ More high school students use their own personal devices & therefore don't already have the secure browser installed

❖ Capacity for proctoring and monitoring remotely
  ❖ High school students are much more reticent to turn on their cameras

❖ Instructional model transitions due to COVID-19
  ❖ High school students have much less live instructional time in our distance learning model
  ❖ This coupled with the fact that the test takes longer for older students means that taking the SBAC would take up an inordinate proportion of instructional time

❖ Local pandemic-related factors
  ❖ Our high school students have been hit the hardest by the trauma of the pandemic (isolation, grief, anxiety)

High School: iReady & STEMScopes

11th Graders

- ❖ iReady Diagnostic for math and ELA (CNCA pilot)
- ❖ Shorter test
- ❖ More detailed, actionable data to mitigate learning loss

12th Graders

- ❖ STEMScopes Summative in lieu of CAST

Additional Context: AB 1505

❖ iReady is a **verified data source**, as defined by the State Board of Education as part of the roll-out of AB 1505 (charter legislation)

   ❖ Authorizers may consider verified data to support charter renewal

❖ CNCA will be transitioning all schools to the implementation of verified data sources for math and ELA over the course of the next two school years

❖ The iReady pilot at our high schools gives us an opportunity to learn from experience and prepare for this transition

Cover Sheet

SBAC Viability

Section: IX. Academic Update
Item: B. SBAC Viability
Purpose: Discuss
Submitted by: Rachel Hazlehurst

BACKGROUND:
Discussion of CNCA's summative assessment plan, given the State Board of Education's allowance of limited flexibilities

RECOMMENDATION:
Information

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. Adobe Reader) in order to access these files.

Cleaning-Sanitary-PPE-RFP-Pricing-Response-4-30-21.XLSX

Janitorial-2021-Decision-Matrix-5-5-21.xlsx