



Camino Nuevo Charter Academy

CNCA Special Board Meeting

Published on May 28, 2021 at 1:44 PM PDT

Date and Time

Tuesday June 1, 2021 at 3:00 PM PDT

Location

ZOOM

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.

<https://caminonuevo-org.zoom.us/j/91869006875?pwd=TKVaWmsveWtLL3hRUUtHK3Q4ZjhrQT09>

Meeting ID: 918 6900 6875

Passcode: f1NKNt

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 3 minutes each. Speakers may also sign up in person the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A. Call the Meeting to Order		Cindy Smet	

	Purpose	Presenter	Time
B. Record Attendance		David Gidlow	1 m
II. Public Comment			3:01 PM
A. Public Comment 2-Minute Limit per Speaker	FYI		15 m
III. Consent Agenda			3:16 PM
A. BOD 21-22 Revised School Calendars	Vote		1 m
IV. Camino Nuevo Teacher's Association			3:17 PM
A. MOU with CNTA Vote	Vote	Margaret Domingo	5 m
V. Operations			3:22 PM
A. Draft LCAP Review	Discuss	Chantavia Moore	10 m
VI. Finance			3:32 PM
A. 2021-2022 Consolidated Budget	FYI	Sonia Oliva	10 m
VII. Academic Update			3:42 PM
A. Expanded Learning Opportunity Grant	Vote	Rachel Hazlehurst	15 m
VIII. Closing Items			3:57 PM
A. Brown Act Compliance Webinar on June 16th at 1:00pm	FYI	Cindy Smet	1 m
B. Adjourn Meeting	Vote		

Cover Sheet

BOD 21-22 Revised School Calendars

Section: III. Consent Agenda
Item: A. BOD 21-22 Revised School Calendars
Purpose: Vote
Submitted by: Chantavia Moore
Related Material: BOD Calendars - Revised.pdf

BACKGROUND:

The previously approved 2021-2022 K12 calendar had 186 instructional days, instead of the 185 required. To accommodate, we have added an additional PTO day to November, granting all staff a mini-Fall break. This revised calendar needs to be approved by the Board of Directors.

RECOMMENDATION:

Approve



2021-2022 TK-12th School Calendar

BOD approved 6/1/2021

Jul-21						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	NT	NT	NT	NT	NT	24
25	26	27	28	BD	BD	31

Aug-21						
Su	Mo	Tu	We	Th	Fr	Sa
1	SD	SD	SD	SD	SD	7
8	X	X	X	X	X	14
15	X	X	X	X	X	21
22	X	X	X	X	X	28
29	X	X				

Sep-21						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	H	X	X	X	X	11
12	X	X	X	X	X	18
19	X	X	X	X	X	25
26	X	X	X	X		

Oct-21						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	X	X	X	X	X	9
10	H	X	X	X	X	16
17	X	X	X	X	X	23
24	SD	SD	X	X	X	30
31						

Nov-21						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	X	X	6
7	X	X	X	H	PTF	13
14	X	X	X	X	X	20
21	PTF	PTF	PTF	H	H	27
28	X	X				

Dec-21						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	X	X	X	X	X	11
12	X	X	X	X	X	18
19	PTF	PTF	PTF	PTF	H	25
26	H	H	H	H	H	

Jan-22						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	PTF	PTF	SD	SD	SD	8
9	X	X	X	X	X	15
16	H	X	X	X	X	22
23	X	X	X	X	X	29
30	X					

Feb-22						
Su	Mo	Tu	We	Th	Fr	Sa
		X	X	X	X	5
6	X	X	X	X	X	12
13	X	X	X	X	X	19
20	H	X	X	X	X	26
27	X					

Mar-22						
Su	Mo	Tu	We	Th	Fr	Sa
		X	X	X	X	5
6	X	X	X	X	SD	12
13	X	X	X	X	X	19
20	X	X	X	X	X	26
27	X	X	X	X		

Apr-22						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	H	H	H	H	H	9
10	SD	SD	X	X	X	16
17	X	X	X	X	X	23
24	X	X	X	X	X	30

May-22						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	X	X	X	7
8	X	X	X	X	X	14
15	X	X	X	X	X	21
22	X	X	X	X	X	28
29	H	X				

Jun-22						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	X	X	X	X	X	11
12	X	X	SD	SD	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

X	Regular Instructional Day
H	Holiday
NT	New Teacher
SD	Staff Development (In-service, pupil free day)
BD	Buyback day
PTF	Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:

7/4-5/2021	4th of July Observed
9/6/2021	Labor Day
10/11/2021	Indigenous Peoples' Day
11/11/2021	Veteran's Day
11/25-26/2021	Thanksgiving Break
12/20-1/7/2021	Winter Break
1/1/2022	New Year's Day
1/17/2022	Martin Luther King Jr. Day
2/21/2022	Presidents Day
4/4-8/2022	Spring Break
5/30/2022	Memorial Day

Other:

8/9/2021	First Day of School
6/14/2022	Last Day of School
3/11/2022	Success Conference

Q1: 8/9/21-10/8/2021 Q2: 10/11/2021-12/17/2021 Q3: 1/8/2022-4/1/2022 Q4: 4/11/2022-6/14/2022

Cover Sheet

MOU with CNTA Vote

Section: IV. Camino Nuevo Teacher's Association
Item: A. MOU with CNTA Vote
Purpose: Vote
Submitted by: Margaret Domingo
Related Material:
Final MOU -2021-2022- TOSA- 5.28.21.pdf
Final-2018-2021 CNCA-CNTA Collective Bargaining Agreement.pdf

BACKGROUND:
Final MOU with CNTA

RECOMMENDATION:
Approve



3435 W. Temple Street
Los Angeles, CA 90026

Phone: 213-417-3400
Fax: 323-663-3132

www.caminonuevo.org

**MEMORANDUM OF UNDERSTANDING BETWEEN
CAMINO NUEVO CHARTER ACADEMY
AND
CAMINO NUEVO TEACHERS ASSOCIATION
REGARDING TEACHERS ON SPECIAL ASSIGNMENT
June 1, 2021**

WHEREAS, Camino Nuevo Charter Academy (“CNCA”) and Camino Nuevo Teachers Association (“CNTA”) wish to define conditions of bargaining unit members who temporarily accept a Teacher on Special Assignment (TOSA) position for the 2021-2022 and/or 2022-2023 school year.

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Teachers on Special Assignment (hereafter “TOSA”) shall mean those employees who work in a position that requires a teaching credential and also requires additional certification and/or specialized skills and training, whose primary responsibility is one or a combination of the following:
 - a) direct instruction of students
 - b) instructional coaching
 - c) curriculum development
 - d) Planning, facilitating, or otherwise leading professional development spaces for educators
2. TOSA positions are temporary and will be funded for only two (2) years.
3. TOSA will continue to be compensated in accordance to the Teacher salary schedule attached as Exhibit A to the Collective Bargaining Agreement (CBA) and they will continue to receive one-year contracts.
4. CNCA reserves the total discretion to grant or to deny the continuance of a teacher in a TOSA position beyond one (1) year.
5. CNCA may consider internal and external candidates for TOSA positions.
6. An internal TOSA shall mean a teacher who has completed at least one (1) year of teaching experience at CNCA. The rights of an internal TOSA are as follows:
 - a. Shall be a unit member of the Camino Nuevo Teachers Association (CNTA)
 - b. Shall continue to accrue years of teaching experience during time of service as a TOSA
 - c. Shall have a right to return to their previous teaching position after they have completed their service as a TOSA

7. An external TOSA shall mean a teacher who has not previously, or is not currently, employed by CNCA. The rights of an external TOSA are as follows;
 - a. Shall become a unit member of the Camino Nuevo Teachers Association (CNTA)
 - b. Shall acquire or accrue seniority during time of service as a TOSA
 - c. Shall have no right of return to any position within the CNCA, but may apply for any teaching positions that are available at the time they complete their service.
8. The purpose of TOSA positions shall be to utilize the experience, education and specific skills of individual teachers to perform unique tasks to augment the instructional program for CNCA to accomplish its purpose and mission.
9. TOSA positions shall be advertised on our CNCA website. Selection of persons to fill TOSA positions shall be at the sole discretion of the CNCA.
10. TOSA will be required to work between the hours of at least 7:45 am- 3:15 pm, and during hours of the site's operation. They shall attend all staff meetings and grade level meetings as applicable.
11. TOSA will continue to attend all professional development opportunities offered at the site to which they are assigned.

This agreement shall not constitute precedent for interpretation or modification of the CBA.

Date: _____, 2021 CAMINO NUEVO CHARTER ACADEMY

By: _____
Adriana Abich, CEO

CAMINO NUEVO TEACHERS ASSOCIATION

By: _____
Laura Farrel, CNTA President

DATE OF BOARD APPROVAL: _____



**Camino
Nuevo
Charter
Academy**

COLLECTIVE BARGAINING AGREEMENT

BETWEEN

**CAMINO NUEVO CHARTER ACADEMY
(CNCA)**

AND

CAMINO NUEVO TEACHERS ASSOCIATION (CNTA)

July 1, 2018 - June 30, 2021

FINAL AGREEMENT
CAMINO NUEVO CHARTER ACADEMY (CNCA)
AND
CAMINO NUEVO TEACHERS ASSOCIATION (CNTA)

July 1, 2018 – June 30, 2021

TABLE OF CONTENTS

Article	Page
1. Agreement	3
2. Recognition	3
3. Definitions	3
4. Association Rights	4
5. Work Year	4
6. Work Day	4
7. Savings	6
8. Statutory Changes	6
9. Grievance Procedure	6
10. Parent Complaints	7
11. Personnel Files	7
12. Class Size	7
13. Organizational Security	8
14. Maintenance of Membership	8
15. Agency Fee	8
16. Termination of Employment	8
17. Retirement	10
18. Assignments and Transfers	10
19. Evaluation	11
20. Negotiations	12
21. Leaves	12
22. Compensation	19
23. Benefits	21
24. Assignability	21
25. Management Rights	21

Attachments:

Exhibit A	Teacher Evaluation Form
Exhibit B	Benefits Information
Exhibit C	Salary Schedule
Exhibit D	Grievance Form
Exhibit E	Unit Review Form
Exhibit F	Teacher Improvement Plan
Exhibit G	Coordinator Description
Exhibit H	Request to Donate Sick Leave

FINAL AGREEMENT BETWEEN
CAMINO NUEVO CHARTER ACADEMY (CNCA)
AND
CAMINO NUEVO TEACHERS ASSOCIATION (CNTA)

June 1, 2018

1. "Agreement": This agreement is made and entered into by and between Camino Nuevo Charter Academy, which together with its administrative staff and representatives shall be referred to in this agreement as the "Board" of "CNCA" and the Camino Nuevo Teachers Association, CTA/NEA, which together with its representatives shall be referred to as the "Association" or "CNTA".

The parties agree to a term of three years from July 1, 2018 through June 30, 2021.

2. Recognition: Included: All non-management, K-12, regular credentialed classroom teachers assigned to any Camino Nuevo School. Excluded: day-to-day substitutes, long-term substitutes, all management, classified, confidential, certificated substitutes, and all supervisory personnel.

3. Definitions:

- a) "Board" means Camino Nuevo Charter Academy and/or its Board of Directors, Administration, and other designated representatives.
- b) "CNTA" means Camino Nuevo Teachers Association, CTA/NEA, its officers, and representatives. CNTA is the exclusive representative of the certificated bargaining unit.
- c) "Immediate Supervisor" means the unit member's administrator, supervisor, or designee employed by the Board who has direct responsibility for supervising the unit member. Usually this person is the site principal, assistant principal, program director or designee.
- d) "Unit Member" means any certificated employee assigned to a certificated position of the Board who is included in the appropriate unit; pursuant to Article 2, "Recognition".
- e) "Instructional Day(s)" means any day(s) pupils are required to be present for instruction.
- f) "Professional Development Day" means any day(s) of service required of unit members for the purposes of staff development, preparation, planning, or other professional activity.
- g) "Paid Leave of Absence" means a day of authorized absence for which a unit member shall be entitled to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, return to the same or similar assignment which she/he/they enjoyed immediately preceding the commencement of the leave, and receive credit for annual salary increments provided during his/her/their leave.
- h) "Immediate Family" means any spouse, registered domestic partner, mother (stepmother, mother-in-law), father (stepfather, father-in-law), daughter (stepdaughter, daughter-in-law), son (stepson, son-in-law), grandmother, grandfather, granddaughter, grandson, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law) and any person living in the household of the unit member. Verification of relationship may be requested by CNCA.
- i) "Daily Rate of Pay" means the unit member's annual scheduled salary divided by the number of duty days exclusive of stipends and additional assignments.
- j) "Site" means the building or location where the unit member is assigned to work.
- k) "Years of eligible experience" shall be defined as experience in a full time, certificated, K-12 school setting in the United States performed under a valid US teaching credential. Employees on a teacher contract with "out of the classroom" experience may receive up to

3 years of teaching experience credit if the assignment was served in an instructional coaching capacity for classroom teachers in a K-12 setting. Additional documentation may be required to verify that the assignment is eligible experience as defined in this section.

4. Association Rights: The Association (CNTA) has the right to place Association literature in unit member mailboxes subject to the provisions of this Article. CNTA shall notify the site administrator at the time the notice is placed in unit member boxes. Likewise, the Association may utilize the CNCA e-mail system, provided an authorized representative of the Association keeps in effect a signed agreement to abide by the CNCA's Respectable Use and "computer use" policies, as it may be modified from time-to-time. The Association may utilize a bulletin board designated for its use at each site. None of the above means of communication shall be utilized to send or receive Association communications during unit member work hours, nor shall they be used to support or oppose a ballot proposition or a candidate for office.

A CNTA representative shall meet with each site principal prior to the beginning of the school year to determine two monthly meeting times for CNTA meetings when space can be reserved for the meeting at the site, provided that such meetings are scheduled outside of unit member work hours and do not conflict with other scheduled school activities.

The Association may request to use CNCA facilities during non-instructional hours when such facilities are not needed for instruction-related or other CNCA activities. Such request shall normally be made at least fourteen (14) days in advance, in writing, and directed to the site principal or the Chief Executive Officer. If any CNTA event takes place in a CNCA facility after normal operating hours, CNTA agrees to pay the additional cost of staffing and cleaning the facility.

A CNTA representative from the list of pre-designated CNTA representatives has the right to attend a grievance hearing as set forth in the provisions of the employment agreement. Such hearings shall be scheduled after instructional hours when possible to avoid disruptions to instruction.

5. Work Year: The work year shall be 200 total days, including 185 instructional days and 15 professional development days in grades K – 12. CNCA may elect to require five (5) additional buy back days and up to ten (10) additional professional development days for new teachers prior to the first day of school.

6. Work Day:

- a) The professional on-site work week shall normally be an average of thirty five (35) hours exclusive of at least ½ hour duty free lunch and shall include but shall not be limited to the student day, professional development time, preparation time, student supervision, parent and student conferences, and IEP, 504 and Student Study Team meetings. An additional two hours per month will be designated to support the operations and implementation of school policies and procedures to ensure the well-being of a school community. The two hours may be scheduled at the discretion of the site principal or designee. Attendance during this time is required and shall not be included in the average of on-site time per week.

- b) In addition to the responsibilities in section 6a, the unit member will be required to participate in up to approximately 20 hours of after school related events in a school year which may include back to school night, open house, presentations of learning, math and literacy nights, academic and cultural events. The site principal or designee will determine mandated afterschool events and present them to the staff at the beginning of the school year. The site principal or designee may add additional mandated events after the start of the school year with reasonable notice to unit members. Events will be focused on community building and enhancing home school connection and they will be identified at the discretion of the site principal or designee. Unit members are strongly

encouraged to attend other non-required after school events such as athletic games and other CNCA related events.

c) Except as provided herein, High School unit member will be scheduled for conference/planning time for meeting with parents, students, administrators or peer teachers as needed, and for completing required documentation of assignments. CNCA will make a good faith effort to assure that approximately 50% of contractual conference/planning time is teacher directed. Teacher directed time will be used to write lessons, grade papers, analyze student data, meet with parents, meet with student(s), meet with colleague(s), or engage in other professional responsibilities. All teacher directed conference/planning time must take place on campus unless approved by the site principal. Unit members will be given a conference/planning period no less than 40 minutes on regular school days. Depending on the Master Schedule and number of teaching sections, in one semester (spring or fall) a unit member may be assigned conference/ planning time up to 210 minutes per week. Depending on the Master Schedule and number of teaching sections, in the other semester (spring or fall), the teacher may be assigned conference/planning time of up to 420 minutes per week. Conference/planning time may be cancelled due to inclement weather, special schedules, or absences and will not be made up. CNCA will make a good faith effort to maintain planning time during shortened and minimum days, assembly schedules and other special schedules.

d) Middle School unit members will be given a conference/planning period not less than 40 minutes on regular school days. Conference/planning periods may entail meeting with parents, students, administrators or peer teachers as needed and/or completing assignment required documentation. CNCA will make a good faith effort to assure that approximately 50% of contractual conference/planning time is teacher directed. Teacher directed time will be used to write lessons, grade papers, analyze student data, meet with parents, meet with student(s), meet with colleague(s), or engage in other professional responsibilities. All teacher directed conference/planning time must take place on campus unless approved by the site principal. Conference/planning time may be cancelled due to inclement weather, special schedules, or absences and will not be made up. CNCA will make a good faith effort to maintain planning time during shortened and minimum days, assembly schedules and other special schedules.

e) Elementary unit members will have no less than 120 minutes weekly of conference/planning time during weeks with regular school days. Conference/planning periods may entail meeting with parents, students, administrators or peer teachers as needed and/or completing assignment required documentation. CNCA will make a good faith effort to assure that approximately 50% of contractual conference/planning time is teacher directed. Teacher directed time will be used to write lessons, grade papers, analyze student data, meet with parents, meet with student(s), meet with colleague(s), or engage in other professional responsibilities. All teacher directed conference/planning time must take place on campus unless approved by the site principal. Conference/planning time may be cancelled due to inclement weather, special schedules, or absences and will not be made up. Conference/planning time will be scheduled around facility and staffing availability. CNCA will make a good faith effort to maintain conference/planning time during shortened and minimum days, assembly schedules and other special schedules. Full time unit members will have a duty free lunch period not less than 30 minutes, except in the case of inclement weather or other emergencies when staff shortages exist as determined by the site principal or designee.

f) At a minimum unit members shall be present at least 15 minutes before the instructional day starts and shall remain at least 15 minutes after the instructional day ends. Unit members may be required to remain on site beyond these times when

required to perform the duties in Section 6a and 6b. Accommodations may be made, with advance notice, at the discretion of the site principal or designee when unit member is performing duties pursuant to Section 6b.

7. Savings: If any provision of this Agreement should be held invalid by the final judgment of any court of competent jurisdiction, the remainder of the Agreement shall not be affected thereby.
8. Statutory Changes: Except as provided in Article 25 Management Rights, the parties will agree on a negotiations date within thirty (30) days of the enactment of any state law that requires negotiations on a particular topic.
9. Grievance Procedure: A grievance is a claim by the unit member or the association that a provision of this collective bargaining agreement has been violated or misapplied with respect to that unit member, such that it resulted in an adverse consequence to the unit member. All other claims, such as violations of statute, individual employment agreements, charters, or employee handbooks, shall be outside the terms of this grievance procedure. Grievance procedures are confidential unless the unit member requests a confidentiality waiver. Failure by a grievant to follow the timelines or requirements in any step of this Article shall render the grievance inarbitrable and shall be construed as a waiver of the party's rights under this procedure.

Step 1

Informal Resolution, Step 1:

A unit member shall notify his/her/their site principal or designee by email within seven (7) work days of the event or occurrence giving rise to a possible grievance, by briefly stating that a grievance may have occurred and a short factual description. The principal or designee shall respond within seven (7) work days of receipt of email. If the matter is not resolved within seven (7) work days of principal or designee's email response, the unit member shall proceed with Informal Resolution, Step 2.

Informal Resolution, Step 2:

Within seven (7) work days of the principal or designee's email response under Informal Resolution, Step 1, the unit member shall address the event or condition giving rise to the grievance with the principal or designee. The grievant may authorize the union representative to represent him/her. The principal or designee may request that such authorization be placed in writing.

Step 2

If the grievance is not resolved informally, a unit member shall present the grievance in writing to his/her/their Principal within ten (10) work days after meeting at Informal Resolution, Step 2. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse consequence resulting to the unit member, and (4) the remedy requested by the grievant. The Principal shall meet with the unit member and shall provide a written response within seven (7) work days of the meeting.

Step 3

If the unit member is not satisfied with the response at Step 1, he/she/they shall, within five (5) work days of service via certified US mail or personal service of the response at Step 1, notify the Chief Executive Officer that a grievance has been denied or unresolved by the site principal, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. The Chief Executive Officer will convene a meeting with the grievant within seven (7)

work days of receipt. Any resolution shall be put in writing. If not resolved, the Chief Executive Officer shall provide a written response within seven (7) work days of the meeting.

Step 4

If the unit member is not satisfied with the response at Step 2, he/she/they shall notify the full CNCA Board of Directors by US mail within five (5) work days of service via certified US mail or personal service of the Chief Executive Officer's written response at Step 2, that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses.

The CNCA board or its designated subcommittee shall meet within twenty-five (25) work days of receipt of the Step 3 Notification of Grievance Form. Each party will have one hour each to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the CNCA Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the CNCA Board chooses to hear and settle the matter without arbitration, the Board's decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of \$2,500.00, nor shall he/she/they have the authority to reinstate a terminated unit member.

A written decision made by the Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) work days of the last committee hearing, or as soon thereafter as is practical.

10. Parent Complaints: Unit members shall be notified of parent complaints and provided an opportunity to respond to the complaint prior to referencing the complaint in an evaluation, a formal reprimand, or offering it in evidence at a hearing pursuant to Article 19 of this Agreement.
11. Personnel Files: Unit members have the right to inspect certain personnel file documents, as provided by law, in the presence of a CNCA representative at a mutually convenient time. No copies of documents may be made, with the exception of documents that the employee has previously signed. The unit member may attach a response to any disputed item in the file within 10 work days of notification that the item will be placed in the file.

CNCA will restrict disclosure of the unit members' files to authorized individuals within CNCA. Any request for information contained in the personnel files must be directed to the Principal. Only the Principal, Chief Executive Officer or Vice President of Human Resources is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited as provided by law.

12. Class Size: CNCA will make a good faith effort to implement the following class sizes- An average of 24:1 in K-3, 30:1 in grades 4-12. Where CNCA is not able to implement class sizes after the fourth week of the school year, the Principal will meet with the affected teacher to review options to support instruction, given the size of the class, including, but not limited to, additional materials and supplies, including ordering additional textbooks within 5 business days for each additional student, or other support that the Principal may be able to provide. Physical education or elective classes may exceed the specified average. If a class size increases over 25% of the average class size at a Public School Choice school, the principal will meet with the affected teacher and will provide additional support which may include, but is not limited to, combination class or additional staff support. Physical education or elective classes may exceed the specified average.

13. Organizational Security:

13.1 Dues Deduction

13.1.1 The right of payroll deduction for payment of membership dues, initiation fees, and general assessments shall be accorded exclusively to the CNTA. The Board shall deduct other voluntary payments as authorized by unit members and the CNTA. CNTA members who currently have authorization cards on file for the above purposes need not be re-solicited. Membership dues, initiation fees, and general assessments, upon formal written request from the CNTA to the Board, shall be increased or decreased without re-solicitation and authorization from unit members.

13.1.2 Any unit member who is a member of the CNTA or who has applied for membership may sign and deliver to the Board an assignment authorization deduction of membership dues, initiation fees, and general assessments of the CNTA. Pursuant to such authorization, the Board shall deduct one-eleventh (1/11) of such dues from the regular salary check of the unit member each month for eleven (11) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

13.1.3 With respect to all sums deducted by the Board pursuant to Section 12.1.1 above, the Board agrees to remit such moneys promptly to the CNTA accompanied by an alphabetical list of unit members, including their names, addresses, and work locations for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

14. Maintenance of Membership

14.1.1 The CNTA and the Board agree that any unit member who is a member of the CNTA at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership for the duration of this Agreement. This provision shall not deprive any member of the right to terminate her/his/their membership within the 30 day period following expiration of the Agreement. If a member who is covered by the maintenance of membership requirement withdraws authorization for dues deduction and/or refuses to provide the CNTA with a lump sum cash payment of dues for the year, the Board shall deduct membership dues in the same manner set forth above.

15. Agency Fee: CNTA reserves the right to implement agency fee as provided by state law.

16. Termination of Employment:

(a) Dismissal for Cause during the Term of an Individual Employment Contract

Camino Nuevo Charter Academy may immediately terminate an employee for cause during the term of an individual employment contract. The employee may present a grievance in writing pursuant to Article 9 of this Agreement initiating at step 2 within 5 work days of service via certified US mail or personal service of written notice of termination if he/she/they contend that the dismissal is not in accordance with this article. The decision of the CNCA Board shall be final. This procedure applies only to dismissal for cause as described herein, and shall not be applicable to the determination that an individual employment contract will not be renewed, nor shall it be applicable to a reduction in force. For the purposes of this Agreement "Cause" will be solely as interpreted by the Chief Executive Officer, Principal or his/her/their designee and will include the following reasons:

- a. Dishonesty, to include theft or falsifying information.
- b. Unsatisfactory performance, as defined by the Professional Evaluation Rubric, provided employee has been given written notice of the deficiency and has been given thirty (30) days to cure the deficiency. The

- Administration will provide a written support plan outlining the resources offered to the employee during the 30-day period.
- c. Unfit for service, including documentation of the inability to appropriately instruct or associate with children or students.
 - d. Refusal to comply with or support any regulation or law of the state of California or refusal to comply with or support any policy or procedure of CNCA.
 - e. Immoral conduct or a conviction of a felony or of any crime involving a minor or moral turpitude.
 - f. Unlawful discrimination, including harassment of students or other employees.
 - g. Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties at school or when supervising students on or off campus.
 - h. Gross negligence leading to the endangerment or harm of a child or children.
 - i. Conviction of any drug offense enumerated in Education Code section 44011 or any sex offense enumerated in Education Code section 44010.
 - j. Unprofessional Conduct.
 - k. Failure to maintain all teaching credentials and certifications required by the employer.
 - l. Unauthorized absence, absence and/or repeated tardiness without authority or sufficient reason.
 - m. Abandonment of position, including failure to return to duty upon expiration of any authorized leave of absence, or failure to report to duty for three (3) or more working days without prior notification and authorization of such absence.
 - n. Insubordination (including but not limited to, refusal to do assigned work), or insolence or disrespect toward authority.
 - o. Negligent or willful damage to CNCA property or waste of CNCA supplies or equipment; unauthorized use of CNCA property for private purposes.
 - p. Engaging in unauthorized political activity during assigned hours of employment or otherwise in violation of applicable regulations or policies of the Board of Trustees.
 - q. Abuse of leave privileges, including excessive tardiness, excessive absences or a pattern of absences for trivial indispositions, misuse of sick leave.
 - r. Discourteous, offensive or abusive conduct or language towards other employees, students or the public.
 - s. Unauthorized release of confidential information, as defined by law, from official CNCA records.

Basic responsibilities include, but are not limited to:

1. Teachers are expected to aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards.
2. Teachers will regularly provide written documentation of professional lesson planning in line with the state content standards and CNCA's expectations, including a year-long pacing plan that will be submitted no later than October 1.
3. Teachers will work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible.
4. Teachers will create powerfully engaging curriculum designed to move students towards meeting the specific standards and content outlined by the California State Standards and defined by clear, specific, written criteria communicated to students.
5. Teachers are expected to keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.
6. Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
7. Teachers are expected to maintain high-quality records for attendance and coursework, and to submit completed report cards and school-wide assessment records on time.

8. Teachers are expected to take responsibility for their own Professional Growth and evidence of growth will be part of the teacher evaluation process in the framework of year-long goals.
9. Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
10. Teachers will create and maintain a nurturing and engaging classroom environment.
11. Teachers are expected to support CNCA's mission, vision and policies and to promote and enforce the same.
12. Teachers are responsible for all other tasks related to improving student achievement and offering powerful learning opportunities.
13. Teachers are expected to effectively implement department, school or organization wide initiatives.

(b) Conclusion of Contract Employment

CNCA may, in its discretion, decline to renew individual employment contracts by providing written notice of nonrenewal by May 15th of the year in which the contract expires. Unit members who have been employed as teachers at Camino Nuevo for three years of full-time certificated service who have not served under a performance improvement plan in the last three years, and whose three most recent years of performance evaluations are satisfactory or better (no ratings of P or L) shall, upon the expiration of their current contract, be offered a two-year employment contract, absent nonrenewal or revocation of the charter or reduction in force. Receipt of a performance improvement plan during the term of such contract shall automatically reduce the term of the two-year contract to the current school year. CNCA may, in its discretion, offer unit members on an improvement plan an individual employment contract for a term of one year or not offer a contract at all for the following school year. A determination of nonrenewal of an individual employment contract shall be final and shall not be subject to the grievance procedure.

(c) Nonrenewal or Revocation of Charter

All individual employment contracts shall automatically terminate upon the non-renewal or revocation of any charter of CNCA. This section shall not be subject to the contractual grievance procedure.

(d) Reduction in Force

Layoffs may occur due to programmatic needs, declining enrollment or reduction in funds. Notice of layoff for the subsequent year shall be sent to unit members by May 15th. For layoffs occurring during the school year, unit members will receive 30 day notice of lay-off and a one (1) month severance payment. This benefit does not apply to unit members provided with a lay-off notice by May 15 for the following school year.

If layoffs take place, the following criteria shall be considered:

- Legal requirements and qualifications
- Performance evaluations
- Expertise and relevant experience

The decision of the Chief Executive Officer is final and not subject to the grievance procedure.

17. Retirement: All eligible unit members shall participate in STRS pursuant to the existing agreement between CNCA, LACOE, and STRS.
18. Assignments and Transfers: CNCA reserves the right to assign and transfer unit members as it deems necessary to meet the needs of CNCA educational programs. This Article shall not be subject to the contractual grievance procedure.

19. Evaluation:

A CNCA teacher's professional responsibility is to educate students in a college preparatory program to be literate, critical thinkers and independent problem solvers who are agents of social justice with sensitivity toward the world around them. In an effort to create a professional culture that supports teacher growth, we seek to consistently implement the evaluation process across all CNCA schools.

Grievance:

- The judgment of the evaluator shall not be subject to the contractual grievance procedure.
- Alleged violations of the evaluation process may be subject to grievance procedures per article 9.

Process of Evaluation:

Teacher Performance will be evaluated on an ongoing basis during the contracted year on such documents as outlined in the CNCA teacher job description and the California Standards for the Teaching Profession using the CNCA teacher evaluation form. It is the goal of this process for every teacher to demonstrate proficiency (Please refer to the Danielson Framework outlined in the MOU) in all standards.

Informal observations: Informal observations are ongoing. All informal observations may contribute to the evidence used for the mid-year and comprehensive evaluation.

Formal observations: Each teacher will be formally observed at least once during the year; however the teacher may request an additional observation in order to collect evidence of proficiency in any standard. Teacher and evaluator will schedule additional observations at times that are mutually agreeable. The number of times a teacher is observed may vary on an individual basis. Teachers employed by CNCA for at least three consecutive years with satisfactory evaluations (meeting expectations in all standards) may choose to complete an alternative project to substitute for a formal lesson observation. The type of alternative project proposed by the teacher must be approved by the site principal.

Timeline:

Formal Observations: Teachers will have a minimum of one formal observation per year.

- The Formal Observation will take place by April 15th
- A formal debrief shall be scheduled to occur within 7 working days of the formal observation

Evaluation: Teachers will receive two evaluations per year; a mid-year evaluation and an end of the year comprehensive evaluation

- The mid-year evaluation meeting will occur by February 1st to review the completed CNCA teacher evaluation form.
- The end of year comprehensive evaluation meeting will be completed by May 1st to review the completed CNCA teacher evaluation form.

When a deficiency (defined as "progressing toward meeting expectations" or "limited evidence of progress" on Exhibit A) is noted at any time in the year the teacher will be notified in a timely manner and provided guidance to correct the deficiency. When deemed necessary and appropriate by the evaluator, a noted deficiency (/ies) may require an improvement plan and/or disciplinary memorandum.

Improvement Plan

- An improvement plan may be developed at any time during the school year
- If the evaluator determines that an improvement plan is necessary at the mid year evaluation, a plan shall be created within 2 weeks of the mid-year evaluation (see Exhibit F).

- CNCA may modify these timelines due to extenuating circumstances such as employee leaves, natural disasters, death, etc.

Teacher Will:

- Implement duties as outlined in such documents as in the CNCA job description, the CNCA teacher evaluation form, and the California Standards for the Teaching Profession.
- Present at least one lesson and/or project per year for formal observation
- Provide a lesson plan 2 days in advance of a formal observation lesson(s) and attend pre/post formal observation meetings.
- Adhere to timelines set in this process for improving areas identified for growth and take responsibility for corrective action
- Have the right to attach a statement to any performance review

Evaluator Will:

- Notify teacher if evaluator is other than the site principal by September 15th
- Create a system for internally collecting ongoing evidence of teaching practice
- All evaluations will typically include examples of strengths, weaknesses and areas of concern supported by a collection of quantitative and qualitative measures including but not limited to benchmarks, coaching meetings, observations and contributions to the school community, where possible.
- Document findings of growth. Notify the teacher if an area of growth is observed and provide recommendation/s for support, which may include coaching, release time, classroom observations, or other resources
- Notify teacher promptly when a deficiency (defined as “progressing towards meeting expectations” or “limited evidence of progress” on Exhibit A) is observed.
- Provide a copy of the completed CNCA Teacher Evaluation form to a teacher once per academic semester, with the understanding that all standards may not have been addressed in any one semester

20. Negotiations: Article 22 Compensation and Article 23 Benefits may be reopened by CNTA for the 2019-2020 school year by presenting reopener proposals to the Board by May 1, 2019. There shall be no other reopeners by either party for the term of this Agreement.. Successor contract proposals from the Association shall be presented to the Board by May 1, 2021.
21. Leaves:

General:

Unit members are responsible for requesting and obtaining approval of leaves in advance except as described herein. In taking a leave, the unit member warrants that it will be used for the purpose which is authorized and requested. No leave may be utilized for purposes of a strike, sickouts or any other concerted activity. The Association acknowledges its affirmative obligation to notify member that such activities are a prohibited use of sick leave, and subject to payroll deduction and discipline. The unit member must notify their supervisor and/or principal in writing as soon as he/she/they becomes aware of a need for a leave of absence. The leave will be considered in accordance with applicable law and policies. If leave is granted, the unit member must comply with the terms and conditions of the leave, including staying in touch with the principal during the leave and giving prompt notice if there is any requested change in return date.

During the leave, the unit member may not accept other employment or apply for unemployment insurance. Acceptance of other employment while on leave will be treated as a voluntary resignation from employment with CNCA. Benefits do not accrue when a unit member is on an unpaid leave of absence.

Unit Members must work a minimum of 75% of the work year, in a full time capacity, in order to earn a full year of service credit on the CNCA Salary Table.

a. Sick Leave:

Sick leave may be taken only for the bona fide illness, including mental health or injury of the unit member, except as provided herein.

Upon hire, unit members will receive three (3) sick days. Starting in month four of employment, sick leave accrues at the rate of one (1) sick day for every thirty (30) full days of contracted employment up to a maximum of eleven (11) days in a contract year. If the unit member is offered a contract for the following school year, all remaining accrued sick days shall automatically roll over to the following contract year, provided that there is no break in service and provided that no unit member accrues more than forty five (45) days of sick leave at any time. Upon reaching forty five (45) days of sick leave, accrual of sick leave shall cease, and shall resume when the unit member's total falls under forty five (45). Sick leave may only be taken for an employee's own illness, including mental health or injury, or that of an employee's immediate family member. A unit member requesting the use of his/her/their sick leave to care for a member of the immediate family must, prior to beginning the leave, provide written verification from the immediate family member's treating physician certifying that because of the immediate family member's serious illness or injury, it is necessary for the unit member to be absent from work in order to provide care. The verification must state the probable duration of the need for the unit member's care for the immediate family member's condition, the dates the patient was treated for the condition, and whether the need for care by the unit member is continuous or intermittent. Such request and verification shall normally be provided 10 work days prior to the beginning of the unit member's absence to allow the CEO, or designee an opportunity for review and approval of the request. In the event of a verifiable emergency, written verification shall be provided within 10 days to CEO, or designee.

CNCA does not accept sick leave days from previous employers.

Unit members may request to donate accrued sick leave for other unit members or staff members. The donation of sick leave is strictly voluntary. The donation of sick leave is on a half-day or full day basis, without regard to the dollar value of the donated or used leave. The maximum number of sick leave days the unit member may donate or receive in one calendar year is 5 (five) days. The approval of the time off request to be covered by the donated time will be at the discretion of the site principal or designee as outlined in this article.

Donated sick days can be used for:

- **Medical emergency**, defined as illness, including mental health, or injury, condition of the employee or an immediate family member that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all paid leave available. Maternity leave does not count as a medical emergency.

Unit members who wish to donate sick leave days must complete the process specified in Exhibit H. The approval of donated or requested sick time will be at the sole discretion of the CEO.

Sick leave is not for personal absences, except as expressly provided in this Agreement. Time off for medical and dental appointments will be treated as sick leave. Sick leave accrues only to regular unit

members, and not to temporary unit members. Unit members on contract for less than full-time accrue sick leave as stated herein on a pro-rata basis.

There is no payoff for unused sick leave on termination from Camino Nuevo Charter Academy.

Certification by the unit member's health care provider is required for absences of three (3) or more consecutive work days or for intermittent absences due to any reason (this includes leave taken for the care of an immediate family member- see requirements above). The provider's health care certification is also required prior to reinstatement where otherwise required by the school. It is the unit member's responsibility to apply for any disability benefits for which the unit member may be eligible as a result of disability, including California State Disability Insurance, workers' compensation insurance, and any disability benefits for which the member may qualify.

Sick leave may not be used during holidays, vacation, or hours of work outside a unit member's regular schedule. At no time will a unit member be paid sick leave in an amount that exceeds his/her/their regular compensation. Any misuse of sick time will be disciplined up to and including termination. Sick leave does not accrue during unpaid leaves of absence.

CNCA will comply with state and federal laws requiring notification of sick leave accruals.

b. Vacation:

Unit members do not qualify for accrual or use of vacation time.

c. Workers' Compensation Disability Leave:

(1) Employee Eligibility

CNCA will grant workers' compensation disability leave in accordance with state law for an occupational illness or injury accepted by the school's carrier. As an alternative, CNCA may offer modified work. Leave taken under the workers' compensation disability policy runs concurrently with family/medical leave under both federal and state law.

(2) Notice & Certification Requirements

Unit members must report all accidents, injuries, and illnesses, no matter how minor, to their immediate supervisor, and must also provide CNCA with a health care provider's statement certifying any work-related illness or injury, inability to work, and the expected duration of the leave.

(3) Compensation during Leave

Compensation for lost earnings due to a workers compensation disability leave will be paid by the company's workers' compensation insurance carrier according to California law. Unit members may also utilize accrued paid time off during the leave, to supplement any workers' compensation benefits, state disability, or other wage reimbursement benefits for which he/she/they may be eligible. At no time will a unit member receive a greater total payment than regular compensation.

(4) Benefits during Leave

If a unit member is eligible for family/medical leave under the federal or state family/medical leave laws, CNCA will maintain, for up to a maximum of 12 workweeks, any group health insurance coverage provided before the leave on the same terms as if the unit member had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if the

unit member does not return to work following workers' compensation disability leave.

If a unit member is not entitled to continued paid coverage, he/she/they may continue group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. Unit members should contact their supervisor for further information.

(5) Reinstatement

Upon the submission of a medical certification that unit member is able to return to work, he/she/they will be reinstated in accordance with applicable law. If disabled due to an industrial injury, CNCA will attempt to accommodate the unit member. If the unit member is returning from a workers' compensation disability leave that runs concurrently with a family/medical leave, then the provisions of the family/medical leave policy will also apply.

d. Family/Medical Leave:

CNCA will grant family/medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. No greater or lesser leave benefits will be granted than those set forth in the relevant state or federal laws. In certain situations, the federal law requires that provisions of state law apply. In any case, Employees will be eligible for the most generous benefits available under either law.

Employees must contact their supervisor on becoming aware of the need for a family/medical leave. The following is a summary of the relevant provisions.

(1) Employee Eligibility

To be eligible for family/medical leave benefits, he/she/they must: (1) have worked for CNCA for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months; and (3) work at a facility that employs at least 50 employees within a 75 mile radius.

Eligible employees may take up to a maximum of 12 work weeks of unpaid family/medical leave within a 12-month period. A 12-month period begins on the date of the Employees' first use of federal family/medical leave. Successive 12-month periods commence on the date of an Employee's first use of family/medical leave after the preceding 12-month period has ended.

Leave may be used for one or more of the following reasons: (1) for the birth or placement of a child for adoption or foster care; (2) to care for an immediate family member (spouse, child, or parent) with a serious health condition; or (3) to take medical leave when the Employee is unable to work because of a serious health condition. Under some circumstances, Employees may take family/medical leave intermittently—which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. A pregnant employee may have the right to take a pregnancy disability leave in addition to a family/medical leave.

Certain restrictions on these benefits may apply.

(2) Notice & Certification

To take family/medical leave, a unit member may be required to provide:

- a. 30-day advance notice when the need for leave is foreseeable;
- b. Medical certification from a health care provider (both prior to the leave and prior to reinstatement);
- c. Periodic re-certification; and

d. Periodic reports during the leave.

When leave is needed to care for a spouse, child, registered domestic partner or parent or the member's own serious health condition, and is for planned medical treatment, he/she/they must try to schedule treatment so as not to unduly disrupt CNCA's operation.

(3) Compensation during Leave

Family/medical leave is unpaid. CNCA may require the unit member to use accrued paid leave to cover some or all of the family/medical leave. The use of paid time off will not extend the length of a family/medical leave.

(4) Benefits During Leave

CNCA will maintain, for up to a maximum of 12 workweeks of family/medical leave, any group health insurance coverage that was provided before the leave on the same terms as if the unit member had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if the unit member does not return to work following family/medical leave for at least 60 days.

If a unit member is on family/medical leave but not entitled to continued paid coverage, the member may continue group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payment to CNCA for the amount of the relevant premium.

(5) Job Reinstatement

Under most circumstances, upon return from family/medical leave, the unit member will be reinstated to his/her/their previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family/medical leave, the unit member has no greater right to reinstatement than if he/she/they had been continuously employed rather than on leave. For example, if the unit member would have been laid off had he/she/they not gone on family/medical leave, or if his/her/their position has been eliminated during the leave, then the unit member will not be entitled to reinstatement.

If the unit member is returning from family/medical leave taken for his/her/their own serious health condition, but is unable to perform the essential functions of his/her/their job because of a physical or mental disability, CNCA will attempt to reasonably accommodate the unit member. Use of family/medical leave will not result in the loss of any employment benefit that earned before using family/medical leave.

e. Pregnancy Disability Leave:

1. Employee Eligibility

CNCA will grant an unpaid pregnancy disability leave for disability due to pregnancy, childbirth, or a related medical condition.

2. Leave Available

A unit member disabled due to pregnancy, childbirth, or a related medical condition may take up to a maximum of four months leave. As an alternative, CNCA may transfer the unit member to a

less strenuous or hazardous position if so requested, with the advice of the unit member's physician, and if the transfer can be reasonably accommodated.

Leave taken under the pregnancy disability policy runs concurrently with family/medical leave under federal law.

3. Notice and Certification Requirements

A unit member must provide CNCA with reasonable advance notice of the need for a pregnancy disability leave. In addition, the unit member must provide CNCA with a health care provider's statement certifying the last day of work and the expected duration of the leave.

4. Compensation During Leave

Pregnancy disability leaves are without pay. However, a unit member may utilize any accrued paid time off during the leave. All of those payments will be integrated with any state disability or other wage reimbursement benefits that the unit member may receive. At no time will the unit member receive a greater total payment than their regular compensation.

5. Benefits During Leave

An employee who is also eligible for federal or state family/medical leave, CNCA will maintain, for up to a maximum of 16 work weeks, any group health insurance coverage provided before the leave on the same terms as if the member had continued to work. CNCA may recover premiums if paid to maintain health coverage if the employee does not return to work following pregnancy disability leave for at least 60 days.

If the unit member is on pregnancy disability leave but does not receive continued paid coverage, she may continue group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium.

6. Reinstatement

Upon the submission of a medical certification from a health care provider that the unit member is able to return to work, she will, in most circumstances, be offered the same position held at the time of the leave or an equivalent position. However, the employee will not be entitled to any greater right to reinstatement than if she had been employed continuously rather than on leave. For example, if the unit member would have been laid off if she had not gone on leave, then he/she will not be entitled to reinstatement.

If on the unit member's return from a pregnancy disability leave she is unable to perform the essential functions of the job because of a physical or mental disability, CNCA will attempt to accommodate the unit member.

f. Personal Leaves of Absence:

After one year of employment, a personal leave of absence without pay for up to 30 days may be granted at the discretion of CNCA. Requests for personal leave should be limited to unusual circumstances requiring an extended absence.

Employees are hereby notified that CNCA does not guarantee reinstatement following a personal leave. However, CNCA will offer Employees returning from a personal leave of absence the same position, or a comparable position that the individual is qualified to perform, if either position is available.

g. Disability Leave:

Consistent with state and federal disability laws, CNCA may provide a limited leave of absence from work to qualified disabled employees who need time away from work as a form of reasonable accommodation. CNCA may require the employee to provide additional information and documentation in order to determine whether to provide the accommodation.

CNCA will not grant a leave of absence as a form of accommodation, where the absence will cause an undue hardship.

h. Funeral and Bereavement Time Off:

Any Employee may take up to three consecutive workdays off with pay following the death of an immediate family member of the Employee's or the Employee's current spouse or registered domestic partner. Funeral or Bereavement time will be paid on a pro-rated basis for those employees that work less than Full Time. "Immediate family" is defined at Article 3, section h. The Principal may also approve additional unpaid time off. Verification of the need for bereavement leave shall be provided to the site administration on request.

i. Personal Necessity Leave:

Unit members may use up to five (5) sick days per school year for a personal necessity of compelling personal importance defined herein that cannot be dealt with during the unit member's regular work day. No more than two (2) personal necessity days may be used consecutively.

Advance approval from the Principal shall not be required for personal necessity absence due to: (1) death in the immediate family; or (2) a serious accident or emergency of the unit member or of a member of the unit member's immediate family.

Personal necessity as set forth in this section may be used with the advance permission of the Principal:

- for a bona fide religious observance
- for a court appearance where the employee is a litigant
- for the serious illness or hospitalization of a member of the unit member's immediate family
- for other matters of compelling personal importance that cannot be dealt with outside the work hours

Personal necessity shall not be used:

- to extend a break period or holiday
- for any concerted activity, including work slowdown, work action, or strike
- for Association business
- on any testing, parent conference, school program, or professional development day

Unit members returning from personal necessity leave shall complete a written absence report verifying the reason for the personal necessity absence.

j. Association Leave:

The Association may request up to 15 days per year of release time for lawful union business other than negotiations or a grievance hearing scheduled with the employer, provided the timing of the leave does not, in the opinion of the Chief Executive Officer, interfere unnecessarily with the instructional program and that no one person uses more than 10 days per year. The Association shall reimburse CNCA in a timely manner, not to exceed 60 days from billing date, for all costs associated with obtaining substitute coverage for the absence.

k. Jury Duty Leave:

Unit members who are summoned to serve on a jury may do so with no loss of salary or personal/illness days for a period of up to 5 calendar days per school year.

The unit member shall notify his/her/their supervisor upon receiving notification of jury duty. Employees on "call in" status shall report to work as required; coverage will be provided should the employee be summoned to court. Employee required to report for duty shall request a substitute teacher and have lesson plans in place.

All per diem fees received for jury service are to be submitted to the CNCA Director of Human Resources or designee.

Upon unit member's return to work from jury duty, the unit member must present certification from the court verifying attendance. The court's stamp or signature is required; a printout from a court website is not sufficient.

22. Compensation: CNCA acknowledges the importance of paying teachers competitive compensation within the fiscal resources of CNCA.

a. As of July 1, 2018, all cells in the salary schedule, exclusive of stipends, differentials and daily rates, shall be increased by 2%. These increases are reflected on the attached table as Exhibit C.

b. New teachers shall submit official transcripts and verification of experience letters to the Human Resources Department within 30 calendar days of employment. Initial salary placement may be modified based on receipt of the official records.

c. Stipends & Differentials

1. National Board Certification	\$2000
2. National Board Certification reimbursement (Upon completion and certification)	\$1000
3. BCLAD(Spanish) (not in a bilingual teaching assignment)	\$500
4. BCLAD (Spanish) (in a K-5 bilingual teaching assignment*)	\$2000

-Elective Teachers, Teachers who teach a Spanish elective, and or foreign language will not qualify for this stipend.

5. Coordinator**	\$2000
6. Leadership stipend (IPC, ELT, athletic coach)	\$1000
7. Buy back day (Mandatory)	\$290
8. Professional work day*** (Optional)	\$200

* Bilingual assignment is defined as a teacher who is teaching in Spanish for an average 30% or more of the instructional day.

** Principals will identify coordinator position, develop job posting and share posting with certificated staff. Please refer to Exhibit G for a general description.

*** Professional work days assume a full day or an hourly rate of \$35 for up to five (5) hours and are approved by the site principal and may include team planning, curriculum development, committee work or work related to supporting school wide initiatives.

Opportunities for which stipends are offered shall be made available upon reasonable notice by site principal or designee to all unit members at their site and shall be assigned following a reasonable application process. Stipends shall only be paid upon satisfactory performance of the duties associated with the position. Stipend recipients will be selected by site principal or designee.

- d. Salary units will be reviewed three (3) times a year at the beginning of August, October and February. Original transcripts must be submitted for review by the first of the respective month. Notification of units approved will be made within 28 calendar days. Units must be awarded by an accredited graduate school of education in the United States. Units directly related to teaching assignment but not from an accredited graduate school of education may be submitted for review. Approval of such units is at the discretion of the Chief Executive Officer, approval is solely on the basis of the CEO's evaluation of the value of coursework for current instructional needs, and shall not set a precedent for future acceptance of units. Any adjustments will be retroactive to the first of the applicable month as referenced above. To request to have non graduate/non education units reviewed, please complete the Unit Review form (refer to Exhibit E)
- e. Opportunities for hourly compensation outside of the contractual work day, such as teaching summer school or afterschool intervention, shall be made available upon reasonable notice by site principal or designee to all unit members at their site and shall be assigned following a reasonable application process. Employment for hourly compensation outside of the contractual work day will be determined by the site principal or designee.
- f. Teacher retention incentives:
- i. Longevity bonus \$1000
(A longevity bonus of \$1000 shall be awarded after the completion of every five full (August to June) consecutive school years of service at CNCA).
- g. Teacher Induction: CNCA shall reimburse unit members up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential. The amount will be reimbursed over a period of three years on the following schedule:
- \$2,000 will be reimbursed for tuition upon the completion of first year of induction while at CNCA.
 - \$1,250 will be reimbursed for tuition upon the completion of the second year of induction while at CNCA.
 - \$1,250 will be reimbursed for tuition at the completion of the 3rd year at CNCA after completing induction.

The unit member shall provide written certification by June 30th of each year of induction to the Human Resources Department, satisfactory to CNCA. All tuition reimbursements will be processed by

September 30th of the following school year. Any unit member who does not return to CNCA after year one (1) or year (2) of the induction program, will become ineligible for tuition reimbursement.

Separation of employment:

- In the event of a separation of employment, the unit member will be responsible for the remaining balance of tuition for the Induction Program.
- If a unit member resigns mid-year, no amount will be reimbursed for that year.
- If a unit member is dismissed for cause, no amount will be reimbursed for that year.
- If a unit member is dismissed due to a reduction in force or non-renewal, unit member will be reimbursed a prorated amount of tuition up to the date of separation.

23. **Benefits:** CNCA shall provide full-time, eligible unit members with a health policy including comprehensive medical, dental and vision insurance plans for eligible employees and their dependents. Certificated employees are covered the first of the month following 30 days of employment. If eligible, as part of the compensation for health insurance, CNCA will pay a monthly amount towards the health premium as follows: \$350 monthly for those unit members who choose individual coverage; \$475 monthly for those unit members who choose coverage for themselves and one dependent (as eligible per state and federal guidelines); \$600 monthly for those unit members who choose coverage for themselves and two or more dependents (as eligible per state and federal guidelines), otherwise referred to as "Family" coverage. CNCA will make a prorated payment for certificated unit members if they work at least half time but less than full time.

If the annual premium exceeds the monthly allotment, CNCA will pay 50% of the cost above the eligible allotment for the selected plan. The remainder of the premium cost will be deducted from the unit member's salary warrant (paycheck) as a condition of receipt of benefits. None of the unused benefits allotment will be reimbursed to a unit member.

Full time, eligible unit members who waive all health and welfare benefits will be entitled to a \$1000 benefits stipend at the end of the contract year. Full time, eligible unit members who waive medical benefits, but accept vision and/or dental insurance will be entitled to a stipend in the amount of \$1000 minus the total cost of benefits received.

24. **Assignability:** This agreement shall not be assignable upon dissolution or revocation of the charter or any other change in the form of the organization.

25. **Management Rights:**

A. The following is a statement of CNCA's rights. CNCA rights listed in this article are in addition to all rights granted by law. Matters not specifically enumerated as within the scope of negotiations in Government Code 3543.2 and also all rights and matters not limited by other provisions of this Agreement are reserved to CNCA. Reserved rights include, but are not limited to, the exclusive right to determine, implement, modify or discontinue, any of the following, subject only to the other provisions of this Agreement.

1. The legal, operational, and organizational structure of CNCA, including the chain of command, division of authority, organizational divisions and subdivisions, and advisory commissions and committees;

2. The financial structure of CNCA, including all sources and amounts of, income, taxes and debt, including compliance with any qualifications or requirements imposed by law or by funding sources as a condition of receiving funds; all investment policies and practices; all

budgetary timelines and procedures, accounting methods, fiscal and budget control procedures, and all budgetary allocations, reserves, and expenditures;

3. The acquisition, disposition, number, location, and utilization of all CNCA schools and properties, including all facilities, grounds, parking areas and other improvements, and the personnel, work, and activity functions assigned to such schools and properties;

4. All services rendered to the public and to CNCA personnel in support of the services rendered to the public; the nature, methods, quality, quantity, frequency and standards of services, and the personnel, facilities, vendors, supplies, materials, vehicles, equipment and tools to be used in connection with such services; the subcontracting of services including educational, support, maintenance and repair services;

5. The utilization of personnel not covered by this Agreement, including but not limited to substitutes, casual, temporary and provisional personnel, consultants, instructional aides and supervisory or managerial personnel, to do work which is also done by unit members, and the methods of selection and assignment of such personnel;

6. The educational policies, procedures, objectives, goals and programs, including those relating to curriculum, textbooks, equipment and supplies, admissions, attendance, student transfers, grade level advancement, guidance, grading, testing, records, student health and safety, conduct, discipline, transportation, food services, extracurricular and co-curricular activities, and emergency situations, and the substantive procedural rights, obligations, and standards of performance of students, parents, unit members, other personnel and the public with respect to such matters;

7. The selection, classification, direction, promotion, demotion, discipline and termination of all personnel of CNCA; the initial assignment of unit members to any location, and also to any facilities, classrooms, functions, activities, academic subject matters, grade levels, departments, tasks or equipment; and the determination as to the number of unit members, when and where there is a job opening;

8. The job classification and the content and qualifications thereof, and the duties for all unit members;

9. The dates, times and hours of operation of CNCA facilities, functions and activities; work schedules; the school calendar;

10. Safety and security measures for students, the public, properties, facilities, vehicles, supplies, and equipment, including the various rules and duties for all personnel with respect to such matters;

11. The rules, regulations and policies for all unit members, students, and the public, subject only to the specific provisions of this Agreement;

12. The termination or layoff of unit members as the result of the exercise of any of the rights enumerated above or as a result of the exercise of any of the rights of CNCA not limited by specific provisions language of this Agreement.

B. All other rights of management not limited by other specific provisions of this Agreement are also expressly reserved to CNCA even though not enumerated above. Such other specific provisions of this

Agreement constitute the only contractual limitations upon CNCA's rights. The exercise of any right to CNCA herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of CNCA's right or preclude CNCA from exercising the right in a different manner.

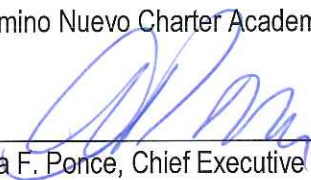
C. Since this Article is not a source of Association Rights or Employee Rights, it is non-grievable. However, nothing herein will prohibit the filing of grievances under other Articles that are not themselves excluded from the grievance procedure.

Except as specifically provided herein, the term of this Agreement shall be from July 1, 2018 through June 30, 2021, and shall continue in effect from year to year thereafter unless amended, modified or terminated.

This Agreement is subject to ratification by the Board of Trustees for Camino Nuevo Charter Academy and by the membership of the Camino Nuevo Teachers Association.

Agreed to in Los Angeles, Los Angeles County, California on the 12th day of June, 2018.

Camino Nuevo Charter Academy

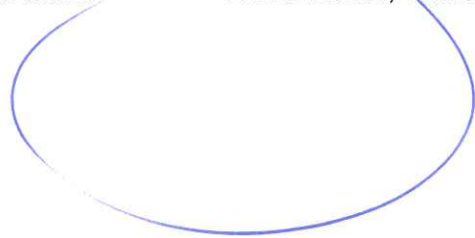


Ana F. Ponce, Chief Executive Officer

Camino Nuevo Teachers Association



John Ildefonso, CNTA President



<p>3. Planning Instruction and Designing Learning Experiences for All Students</p> <ul style="list-style-type: none"> a. Designs long and short term plans reflecting grade level/content standards b. Plans rigorous learning goals aligned to instructional activities c. Designs and implements lesson plans that reflect an effective use of time d. Makes material accessible to all students through knowledge of content, student development, resources, a variety of strategies 	<p>Performance Level:</p>
<p>4. Assessing Student Learning</p> <ul style="list-style-type: none"> a. Establishes and communicates learning goals for all students b. Collects and analyzes data from a variety of sources including formal and informal assessments c. Uses the results of assessments to guide instruction d. Involves and guides all students in assessing their own learning e. Shares data frequently with students and families to document and encourage progress 	<p>Performance Level:</p>
<p>5. Creating and Maintaining Effective Environment</p> <ul style="list-style-type: none"> a. Creates a welcoming environment for all students b. Establishes and maintains clear norms of student behavior in and outside of the classroom c. Promotes and models fairness, respect and responsibility among students d. Uses instructional time effectively through procedures/routines e. Visibly displays instructional resources and celebrations of student progress 	<p>Performance Level:</p>
<p>6. Developing as a Professional Educator</p> <ul style="list-style-type: none"> a. Uses strategies and resources provided through professional development b. Establishes professional goals and pursues opportunities to reflect and grow professionally c. Works with colleagues to improve professional practice d. Works with families and members of the community to improve professional practice e. Demonstrates a commitment to improve practice over time 	<p>Performance Level:</p>

7. Meeting Professional Expectations	Performance Level:
<ul style="list-style-type: none"> a. Contributes to a collegial and collaborative culture with staff and stakeholders b. Arrives on time and/or is prepared for required duties c. Supports school policies, goals and established procedures d. Completes required paperwork and documentation punctually and accurately e. Maintains professional appearance 	

Next Steps for Teacher:

Support to be Provided to Teacher:

Next Meeting/Review Date:

Read and Discussed with Teacher

Date _____

Evaluator

➤ Read and Discussed with Evaluator

Date _____

Teacher

Teacher statement attached

Approved

Date _____

Principal



EXHIBIT B

CAMINO NUEVO CHARTER ACADEMY Employee Summary of Benefits	
GROUP TERM LIFE INSURANCE Paid by CNCA	Basic Life Benefit- Employee - \$15,000 Accidental Death & Dismemberment- \$15,000
GROUP TERM LIFE INSURANCE Additional Purchased by Employee	Additional life insurance coverage of up to \$150,000 may be purchased at the time of initial employment without a health checkup. This additional benefit is optional and paid for by the employee.
Anthem Blue Cross HMO www.anthem.com	<u>Anthem Blue Cross HMO Option:</u> <i>Deductible:</i> No Deductible <i>Co-Pays:</i> \$20 per office visit <i>Prescriptions:</i> Co-pay for in network pharmacy prescriptions vary from \$10-\$45. Co-pay for out of network pharmacy prescriptions vary from \$10-\$45, plus 50% of the remaining prescription drug coverage expense and costs in excess of the maximum amount allowed <i>Maximum out of Pocket:</i> \$1,500 for individual; \$3,000 for Family
Or Anthem Blue Cross PPO www.anthem.com	<u>Anthem Blue Cross PPO:</u> <i>Deductible:</i> \$500 per member/yr; maximum of \$1,500 deductible per family/yr. <i>Co-Pays:</i> \$35 per office visit with PPO provider; 40% for Non-PPO provider. <i>Prescriptions:</i> In network pharmacy prescriptions vary from \$15-\$50. Out of network pharmacy prescriptions vary from \$15-\$50, plus 50% of the remaining prescription drug coverage expense and costs in excess of the maximum amount allowed. <i>Maximum out of Pocket:</i> \$500/member/year with PPO Providers. \$1,000/member/year with Non-PPO Providers.
DENTAL INSURANCE Guardian HMO www.guardiananytime.com Or Guardian PPO www.guardiananytime.com	<u>Guardian HMO Dental Plan:</u> <i>Maximum Benefit:</i> No set limits. <i>Deductible:</i> No Deductible. Preventive dental services covered 100%. Co-Pay from \$10-\$200 for other procedures. <u>Guardian PPO Dental Plan:</u> <i>Maximum Benefit:</i> \$1,500 annual benefit per individual. <i>Deductible:</i> In-Network Deductible- \$50(waived for preventive services). Out-of-Network Deductible- \$75 (not waived for preventive services).
VISION PLAN VSP (through Guardian) www.guardiananytime.com	<u>VSP Vision Plan (Through Guardian):</u> <i>Exam:</i> Every 12 months. <i>Materials:</i> Lenses/Frames OR contact lenses every 12 months. <i>Co-pays:</i> \$10 for Exam; \$20 for Materials
SUPPLEMENTAL INSURANCE Guardian www.guardiananytime.com	<u>Guardian:</u> Offers policies including accident, long term disability, short-term disability, life, medical supplemental and others. Enrollment with Guardian is available in September of each year. This additional benefit is optional and it is paid for by the employee.

EXHIBIT CCamino Nuevo Charter Academy
Professional Compensation TableCertificated Teachers
2018-2021

Salary Schedule

Intern Category:			
Exp. Level	Intern	Intern +15 units	Intern +30 units
0	\$ 46,162	\$ 46,624	\$ 47,090
1	\$ 46,162	\$ 47,090	\$ 47,561
2	\$ 46,162	\$ 47,090	\$ 47,561

Professional Category:	Category A	Category B	Category C
	BA + Credential	MA Degree** or Plus 40 units	Plus 70 units
Exp. Level***		3%	5%
0	\$ 53,166	\$ 54,761	\$ 59,800
1	\$ 53,698	\$ 55,857	\$ 60,996
2	\$ 54,235	\$ 56,974	\$ 62,215
3	\$ 55,320	\$ 58,113	\$ 63,460
4	\$ 56,426	\$ 59,276	\$ 64,729
5	\$ 57,555	\$ 60,461	\$ 66,024
6	\$ 58,706	\$ 61,670	\$ 67,344
7	\$ 60,467	\$ 63,520	\$ 69,364
8	\$ 62,281	\$ 65,426	\$ 71,445
9	\$ 64,149	\$ 67,389	\$ 73,589
10	\$ 66,074	\$ 69,410	\$ 75,796
11	\$ 68,056	\$ 71,493	\$ 78,070
12	\$ 70,098	\$ 73,638	\$ 80,412
13	\$ 72,201	\$ 75,847	\$ 82,825
14	\$ 74,367	\$ 78,122	\$ 85,309
15	\$ 76,598	\$ 80,466	\$ 87,869

**** Career Increment at 20th year is: \$1,000 Annually
 Career Increment at 25th year is: \$2,000 Annually

*National Board Certification will automatically move to the next category.

** From an accredited graduate school of education in the United States.

*** Refers to full time years of eligible teaching experience in K-12 system.

**** Career Increment- In addition to the salary schedule, CNCA pays a career increment of \$1000 annually from years 20-24 (noncumulative with previous increment), and \$2000 annually from years 24-25 (noncumulative with previous increment). These amounts are not cumulative, nor do they increase when the salary schedule is increased. Teachers may only qualify to receive a Career Increment after they have completed 5 years of full time teaching experience at CNCA.

This salary schedule applies to unit members who were on Category A, Category B, or Category D of the 2015-2018 Teacher Salary Schedule for the 2017-2018 school year

CAMINO NUEVO CHARTER ACADEMY

GRIEVANCE FORM

CONFIDENTIAL INFORMATION

Instructions: Please fill out this form completely and clearly. Sign and return to the Principal.

Name: _____

Address: _____

City, State and Zip Code: _____

Home Telephone: _____ **Other Telephone Number:** _____

Principal's Name: _____ **Site:** _____

Date of Incident: _____ **Persons Involved:** _____

Nature of Grievance:

Signature: _____

Date Submitted: _____



CNCA Unit Review

Salary units will be reviewed three (3) times a year at the beginning of August, October and February. Original transcripts must be submitted for review by the first of the respective month. Notification of units approved will be made within 28 calendar days. Units must be awarded by an accredited graduate school of education in the United States. Units directly related to teaching assignment but not from an accredited graduate school of education may be submitted for review. Approval of such units is at the discretion of the Chief Executive Officer, is considered solely on the basis of the CEO's evaluation of the value of the coursework for current instructional needs, and shall not set a precedent for future acceptance of units. Any adjustments will be retroactive to the first of the applicable month as referenced above.

Request to have non graduate/non education units reviewed:

Name: _____ Site: _____

Teaching Assignment (Grade level/subject): _____

Please list the course number/s, title of the course/s and course descriptions of the classes you would like be considered for review. Write a brief statement below of why these course/s should be approved and how the course/s directly relate to your teaching assignment (you may attach an additional sheet if necessary).

Employee Signature _____ Date: _____

** Please note all official transcripts must be **received** by the Human Resources Department office by August 1, October 1, and February 1 in order for units to be considered for unit review***

Request Approved

Request Not Approved

Explanation:



3435 W. Temple Street
 Los Angeles, CA 90026
 Phone: 213-417-3400
 Fax: 323-663-3132
 www.caminonuevo.org

EXHIBIT F

TEACHER IMPROVEMENT PLAN

Employee Name: _____ Date: _____

The Teacher Improvement Plan is provided to assist the teacher in correcting a deficiency in performance. The teacher is directed to immediately implement the performance expectations listed below. The duration of this teacher improvement plan and the type(s) of support offered are individualized by the evaluator to address the deficiency (ies) identified. At the conclusion of this plan a meeting will be held to document outcomes and next steps.

Area of Deficiency	Performance Expectations (specific measurable outcomes)	Action Steps	Support/Resources Provided	Benchmark Dates	Outcome

Additional comments:

I understand that if I fail to successfully implement this plan and resolve issues of deficiency in my work performance in any of the areas of deficiency stated above, my failure to do so will jeopardize my continued employment with CNCA.

A copy of this improvement plan will be placed in your personnel file.

Teacher Signature _____

Date _____

Administrator Signature _____

Date _____

EXHIBIT G

**Camino Nuevo Charter Academy
Coordinator Description**

General Description: Under the supervision of the Site Principal, Coordinators are responsible for fulfilling a specific function of the schools operation for the school year. Under supervision, Coordinators will perform work that is varied and that may be somewhat complex in character but usually involves limited responsibility. Responsibilities may include setting processes and structures in place to reach goals in an effective and efficient way, collaborating with cross site leaders and other coordinators, organizing and systematizing structures that are currently in place. Coordinators must be flexible and responsive to team and school needs. This position will require before-school and/or after-school meetings and regular communication with the administration.



**Camino
Nuevo
Charter
Academy**

3435 W. Temple Street
Los Angeles, CA 90026

Phone: 213-417-3400

Fax: 323-663-3132

www.caminonuevo.org

Exhibit H: Request to Donate Sick Leave

AN EMPLOYEE WISHING TO DONATE SICK LEAVE DAYS TO ANOTHER EMPLOYEE SHALL SUBMIT THE COMPLETED TOP PORTION OF THIS FORM TO THE HOME SUPPORT OFFICE. THE EMPLOYEE RECEIVING DONATED SICK LEAVE SHALL BE RESPONSIBLE FOR PROVIDING ANY REQUIRED STATEMENT OF NEED CERTIFIED BY A LICENSED PHYSICIAN.

EMPLOYEE NAME: _____

SCHOOL/LOCATION: _____

SOCIAL SECURITY/EMPLOYEE IDENTIFICATION NUMBER:

NUMBER OF SICK LEAVE DAYS I WISH TO DONATE: _____

NOTE: The maximum number of sick days that an employee may donate is 5 (five).

EMPLOYEE TO WHOM I WISH TO DONATE DAYS: _____

Employee's Signature

Date

TO BE COMPLETED BY HUMAN RESOURCES:

The employee to whom sick leave days are to be donated

is eligible based on the following criteria.

is not eligible to receive the days based on the following criteria.

Check each requirement that is met:

- The receiving employee or a member of his/her immediate family suffers from a medically certified illness, injury, impairment, or physical or mental condition that has caused or is likely to cause the employee to be absent for at least ten (10) days.
- As appropriate, the receiving employee's need for the absence and use of sick leave are certified by a licensed physician (**as attached**).
- The receiving employee has exhausted his/her accumulated sick leave and any other paid leave granted by the Board.
- The receiving employee has complied with the CNCA's policies governing the use of sick leave.

Approval of CEO

Date

Cover Sheet

Draft LCAP Review

Section: V. Operations
Item: A. Draft LCAP Review
Purpose: Discuss
Submitted by: Chantavia Moore
Related Material: CNCA 1 LCAP DRAFT 2021 2024.docx
CNCA 2 LCAP DRAFT 2021 2024.docx
CNES 3 LCAP DRAFT 2021 2024.docx
LCAP Expenditure Detail.xlsx
CNHS 2 LCAP DRAFT 2021 2024.docx
CNCA 4 LCAP DRAFT 2021 2024.docx

BACKGROUND:

Review draft LCAP for CNCA 1, CNCA 2, CNES 3, CNCA 4, CNHS 2

RECOMMENDATION:

Information

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy	Charles Miller, Principal	Charles.miller@caminonuevo.org ; (213) 413-4245

Plan Summary 2021-2022

General Information

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

CNCA #1 serves 577 students in grades TK/K through 8. One hundred percent (100%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #1 is 98.44% Hispanic, 100% socioeconomically disadvantaged and 52% English language learners and 14.56% of students with disabilities.

CNCA #1 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

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

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

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

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

Interim Assessment Findings:

- Grades 3-8 outperformed all other CNCA schools in mathematics
- Students in grades K-8 demonstrated overall growth in mathematics standards from Quarters 1 and Quarters 2
- Mathematics standards demonstrating conceptual knowledge and application aspects of rigor tend to be the area of need in grades K-8
- 100% of grades 4-8 demonstrated an increase in percentage of students achieving "above standard" on the ELA IABs and 60% of those grades demonstrated improvement over 10%
- There is evidence that systematic and consistent corrective instruction, even in the distance learning environment, shows significant positive impact on student learning

Reflections: Identified Need

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

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

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

CNCA 1 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

At CNCA 1 since 2018 we have been make steady and significant progress in all academic areas. Our students demonstrated a **22% increase** in students meeting or exceeding the standard in math (**37-point increase**) and **11% increase** in students meeting or exceeding the standard in ELA (**23-point increase**).

While we are excited about the growth, we know we have significant progress yet to make. In particular, ELA is an area that we have approached with a laser-focus on how to ensure improved student achievement. Since the last California Dashboard update we have been working with all K-8 ELA teachers to strengthen Tier 1 instruction and ensure we are deepening teacher content knowledge around the progression of ELA standards. We have worked hard to build up teacher knowledge about the Common Core standards shifts as we have focused heavily on text complexity, building knowledge, and foundational literacy skills. We have also made conscious efforts to ensure instruction is data and standards driven as we monitor student learning across the year. Below are some examples of updates in our approach to ELA instruction since 2018:

Deepened Teacher Content Knowledge

- Weekly PLC Focus on Text Complexity and Building Knowledge
- Professional Development on the Common Core Shifts and Implications for Teacher Planning and Instructional Decisions
 - PD On Common Core Shifts
 - PD on Connecting Text Complexity and Data-Driven Practices
 - PD on Text Complexity and Authentic Student Learning (Facilitated by Teacher Leader)
 - Creating High Quality Text-Dependent Questions
 - We have partnered with Achievement Network (A Net) since 2018 to focus specifically on ELA instruction and student performance.

- Implemented New Structures and Systems that Hold Our Team Accountable to Consistent Best Practices

- Content-level teachers meet weekly with a member of the Leadership team to engage in collaborative intellectual preparation and data-analysis practices
- Teachers receive an intellectual preparation 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. During these times they participate in various processes that we have codified and solidified:

- Close Reading Process
- High Quality Text Dependent Questions Recipe Card

- Consistent Coaching Connects to the School-Wide Learning

- We meet with teachers weekly or bi-monthly to analyze instruction. We have shifted our coaching to ensure it (1) connects to school-wide learning to ensure coherence of adult learning or (2) to collaboratively intellectually prepare or analyze student work/data.

- Working Collaboratively with Teachers, Families, and Leadership to Redefine ELA and Literacy Instruction at CNCA #1

- We have been developing a draft of Our Vision for Literacy Instruction at CNCA #1

Data and Standards Driven Instruction

- Increase in Data-Driven Practices Among ELA Teams

- Each grade level tracks student progress towards grade-level standards each week. In PLC, they 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.

Improved Internal Student Achievement Results

- As an internal measure, we use the CAASPP IAB assessments to measure student progress towards grade-level understanding in the ELA standards. Since 2019, we have seen steady increases in the percentages of students meeting or exceeding standards in comparison to our results from the CAASPP assessment in 2018-2019. Below is some evidence of this growth based on our most recent data (assessment data from December 2020):
 - Evidence of growth from Quarter 1 2020 to Quarter 2 2020 which demonstrates evidence of improving instruction and teachers' ability to maintain a close pulse on student learning and respond accordingly across the quarter.
 - Camino Nuevo Charter Academy #1 is out-performing all but one grade-levels from other CNCA schools in terms of the percentage of students meeting or exceeding the standard on IAB assessments (grades 4-8) and student English language reading levels (TK-2).

Through the process of thorough analysis with all stakeholders we have determined three primary causes for the lower DFS status in ELA. Below is each cause followed by a brief explanation:

1. Need for improved Intellectual Preparation practices in ELA: Through classroom observations and conversations with teachers, we observed that many teacher practices have not shifted significantly to the Common Core shifts. Planning was not yet text-driven and ELA standards were being analyzed in isolation rather than as a progression of learning. Moreover, teachers were not effectively building student knowledge across units.
2. Need for improved Tier 1 instructional practices in ELA: Similarly, we noticed that instructional decisions were not as deliberate or informed as they need to be. Teachers (as a result of experience with Lucy Calkin's Readers and Writers Workshop units) were spending significant time working with students at their independent reading levels and were not providing students enough time to grapple with grade-level texts through close reading and text-dependent-question practices. Moreover, there was limited evidence of teachers monitoring student understanding towards grade-level standards.
3. Need for aligned and high-quality curricular materials to support teacher planning and instruction: The above root causes are partly a result of working with a curriculum that is only partially aligned to the shifts of common core. Since 2018, we have been working with teacher leaders, families, and our Home Support Office (HSO) to engage in a change management process of identifying a new ELA curriculum that is aligned and high-quality while simultaneously ensuring current instruction does not waiver and continues to improve.

See table below for our immediate plans to improve services going forward:

Year	Detailed Plans that Outline Improvement Actions
2019-2020	<ul style="list-style-type: none"> • CNCA #1 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices • CNCA #1 engaged in coherent and systematic adult development for ELA teachers that focused on (1) Common Core shifts in ELA, (2) using text complexity to drive instruction practices, (3) text-dependent questions, (4) close reading and (5) deepening ELA standards knowledge.
2020-2021	<ul style="list-style-type: none"> • CNCA #1 continued partnership with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices • CNCA #1 strengthened data-driven practices in ELA. We developed systems to ensure ELA teachers are monitoring student progress towards grade-level standards on a weekly basis • CNCA #1 teachers in grades 2,4,5,6,7,8 piloted three high-quality and aligned ELA curriculums to implement school-wide next year: <ul style="list-style-type: none"> ○ Grades 6-8: Piloted EL Achieve curriculum ○ Grades 4-5: Piloted Benchmark Education and ARC curriculums ○ Grade 2: Piloted ARC curriculum • CNCA #1 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 ELA instruction and investigate high quality curriculum. • 4th Grade shifted dual-language matrix to 50% English and 50% Spanish instruction • CNCA #1 developed a draft of our Vision for Literacy Instruction at our school
2021-2022	<ul style="list-style-type: none"> • CNCA #1 continues to plan partnership with Achievement Network (ANet) to support in ELA adult development

	<ul style="list-style-type: none"> • CNCA #1 plans to make Literacy and ELA Instruction a school-wide priority • CNCA #1 plans to develop systematic and codified processes for foundational literacy instruction and data-analysis practices across K-8. We are aiming to ensure all teachers and leadership have a strong pulse on student foundational literacy skills and we implement data analysis practices to respond to student needs each week • CNCA #1 plans to implement aligned and high-quality curriculum(s) across all grades K-8 • CNCA #1 will finalize our Vision for Literacy Instruction at our school and work to align observation, intellectual preparation, and data-analysis processes around this vision • CNCA #1 aims to develop a blended learning model in ELA and Math to provide more strategic time for students to drive their own learning and get targeted support from teachers
<p>2022-2023</p>	<ul style="list-style-type: none"> • CNCA #1 aims to implement our Ethnic Studies intellectual preparation <p>processes within ELA and Mathematics</p> <ul style="list-style-type: none"> • CNCA #1 aims to make Science instruction and Social Studies instruction a school-wide priority which will support with building student knowledge • CNCA #1 aims to implemented systematic and codified student work analysis processes for student writing skills

LCAP Highlights

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

At Camino Nuevo Charter Academy #1, we strive to create the highest quality educational environment for students, families, and educators. In order to achieve this, we plan to invest our attention, energy, and funds towards (1) ensuring students are engaged in rigorous and standards-aligned instruction, (2) all educators on our campus are highly developed and are provided supportive spaces and structures to further develop their capacity and skill as educators, and (3) cultivating a vibrant, supportive, and positive school culture grounded in relationships and high expectations. This will require genuine and thoughtful partnership with our community of families and parents as we

seek to collaborate in building parent capacity, increasing involvement and input, and ultimately ensuring we are a united team working together towards all of the goals of this plan.

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are

provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Principal to add feedback

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

Principal to add

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 32.97% ELA Level 4 11.99%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) ELA Level 3: 39% ELA Level 4: 14%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 29.43% Math Level 4: 19.07%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) Math Level 3: 35% Math Level 4: 20%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 15.7% Science Level 4: 2.48%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) Math Level 3: 30% Math Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 48.90% Reclassification Rate: 8.50% (2019-2020) EL Reclassification Rate: 30.20%				(2023-24) ELPAC: 55% EL Reclassification Rate: 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learnings such as students with IEPs.</p> <p>We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continue to maintain a targeted focus on English Language Development planning and instruction, while also ensuring general content teachers are consistently addressing the language needs of their students.</p>	<ol style="list-style-type: none"> 1. Teacher stipends 2. Buyback days – 1175 - \$16,820 3000 - \$4,205 	[Y/N]
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p>	<p>AP Salary and benefits 1300 - \$283,784 3000 - \$70,946</p>	

Action #	Title	Description	Total Funds	Contributing
3	(Pupil Achievement) Provide elective courses	The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.	<ol style="list-style-type: none"> 1. Art, Music, teacher salary and benefits listed here. 1110 - \$118,253 3000 - \$29,563 2. AP Salary and benefits 1300 - \$283,784 (Repeated) 3000 - \$70,946 (Repeated) 	

Action #	Title	Description	Total Funds	Contributing
5	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>[CAMPUS] partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$175,336 3000 - \$43,834 Teacher Aide Salaries 2111 - \$140,804 3000 - \$35,201</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$11,000 5852 - \$18,813</p> <p>TIII – Intervention positions 2131 - \$33,023 3000 - \$8,256</p> <p>TIV – Science materials 4111 - \$24,800</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <p>Title IV Purchase science curriculum and materials.</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 86.20%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
# of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(1. Basic) Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Allocate funds to improve conditions of schools multi-purpose room (MPR) so students have a welcoming and safe environment for eating.</p> <p>Allocate funds to ensure a new TK classroom has adequate supplies and equipment</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA #1 is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.</p>	<p>Capital Improvements Vendor Repairs 5631 - \$43,000</p> <p>HVAC Maintenance 5599 - \$8,976</p> <p>Custodial (internal/contracted) 2200 - \$74,059 3000 - \$18,515 5531 - \$86,550</p> <p>Campus Security Guards 5521 - \$36,000</p> <p>Non-Capitalized equipment 4411 - \$10,409 25% of rent 5611 - \$143,794</p> <p>Office supplies 4351 - \$18,600</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	<p>(7. Course Access) Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p>PNEDG Back office support Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>School leadership team will ensure students have access to a variety of classes outside the core content areas. Examples may include art, physical education, STEM, coding, engineering, and dance.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>The Assistant Principal of Student Services will lead a team of teachers called the School Culture Taskforce. These teachers will receive a stipend and will meet regularly to ensure we are being thoughtful, systematic, and responsive in building a</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$90,504 3000 - \$22,626 2. PNEDG cost 5881 - \$996,553 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - \$65,920 3000 - \$16,480 	<p>[Y/N]</p>

Action #	Title	Description	Total Funds	Contributing
		<p>vibrant, positive, supportive, and trauma-informed culture that aims to support students' social-emotional well-being.</p> <p>The Principal and API will allocate funds so that classes can take regular educational field trips to connect to their field of study.</p> <p>CNCA #1 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> 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)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p> <p><u>Consultants</u> Hire an instructional consultant to provide additional instructional coaching and support on effective instructional and school-leadership decisions</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 97.50%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) 98.50%
Chronic Absenteeism Rate	(2019-2020) 3.91%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) 2.5%
Suspension Rate	(2019-2020) 0.40%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	(2023-24) 0.15%
Expulsion Rate	(2019-2020) 0%				(2023-24) 0%
Local Measure: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 83.50%				(2023-24) 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 65%				(2023-24) 80%
Middle School Dropout rate	(2019-2020) 0%				(2023-24) 0%

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

Action #	Title	Description	Total Funds	Contributing
1	<p>5.Pupil Engagement Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance</p> <p>The Family Services Coordinator and School Leadership Team will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees</p> <p>Host quarterly student success team meetings for students with less than proficient attendance or engagement</p> <p>Assistant Principal of Student Services will lead the COST Referral process with the support of the school's Mental Health Therapist and FSC to identify students or families that may need short-term or long-term wrap-around supports.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p>	<p>FSC salary and benefits 2900 - \$60,745 3000 - \$15,186</p> <p>Registrars salary and benefits 2400 - \$39,672 3000 - \$9,918</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$58,595 3000 - \$14,649</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	6. School Climate Provide student-facing supports across the school community to improve school climate	<p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom.</p> <p>Ensure students safety and appropriate supervision by campus aides</p> <p>Use campus aides to support and reinforce school culture</p> <p>Partner with outside agencies to provide extracurricular opportunities</p> <p>We will use Dean's List software as tool for positive reinforcement and weekly student and family reports that provide feedback on students' decisions and engagement throughout the week.</p>	<p>Campus aides salary and benefits 2900 - \$76,683 3000 - \$19,171</p> <p>ASES 5844 - \$177,559</p> <p>Dean's List Software 5861 - \$4,675</p>	[Y/N]

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services - from Tammy	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy
35.01%	\$1,688,280

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

: Indicate how progress is being measured using a metric.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e the school year to which the data applies, consistent with the instructions above.

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

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the l Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	Mallory.Baquero@caminonuevo.org ; (213) 736-5542

Plan Summary [LCAP Year]

General Information

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

CNCA #2 serves 688 students in grades TK/K through 8. Eighty percent (80%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #2 is 98.44% Hispanic, 86.33% socioeconomically disadvantaged and 30.81% English language learners and 17% of students with disabilities.

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

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

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

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy 2 does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- Fountas & Pinnell Benchmark Assessment System
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Ma

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

- 50% of students dropped one reading level between Spring of 2020 and Fall of 2020 but then made growth from Fall 2020 to Winter 2020. This suggests that students suffered some reading learning loss at the beginning of the pandemic but then were able to make up some of that quickly once school started.
- The majority of the students in our interim assessments struggled with problems with a higher dept of knowledge level/rigor. In reflecting on this, we discovered this was due to several factors-including teachers falling behind in their pacing due to Distance Learning as well as an over-reliance on teacher modeling and demonstration and not enough opportunities for students to grapple with the work

Reflections: Identified Need

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

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

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

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

Review of the 2019 California School Dashboard revealed that the school's ELA "Status" (Distance from Standard, DFS) was "Lower" schoolwide and for the Students with Disabilities (SWD) numerically significant subgroup. A root cause analysis revealed that ELA has not been a focus of professional development for the past several years. Additionally, as teachers have left the school, they have been replaced with newer, novice teachers who did not have the same level of expertise to implement Readers & Writers Workshop. Additionally, the Workshop

program does not expose English Learners to the vocabulary development necessary in order to support more effective language acquisition. This is one of the reasons that we are transitioning away from the Reader & Writers Curriculum to a new literacy curriculum.

A major action that we are taking as a school is the implementation of a new ELA curriculum. Multiple academic research states what our data shows: that Readers & Writers Workshop does not adequately prepare students to be critical, competent readers. We are currently in the process of piloting several curriculums and are developing an implementation plan for this upcoming school year. We also applied for and were awarded a grant from Great Public Schools Now to support with additional professional development for leaders and teacher-leaders to support with the implementation of this new curriculum. As part of the grant, the leadership team at our school will participate in professional development through Relay to support our growth so we can best support our teachers.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" DFS was "Lower" schoolwide and for the SWD subgroup. A root cause analysis for this lower DFS status schoolwide and the SWD subgroups revealed that Although we are a full-inclusion and co-teaching school, these practices take a certain amount of time and expertise to develop and refine. Inclusion/co-teaching pairings are most effective when teachers have a strong relationship and engage in regular professional development and collaboration together. However, in recent years, these pairings haven't always been as consistent and collaboration and professional development hasn't been as robust. This has resulted in a decline in performance for our SWD.

In order to more effectively support all students in Math, including our Students With Disabilities subgroup, we are engaging in more regular data analysis processes as a whole school and in grade level teams. We are also collaborating with our central Special Education team to more effectively coach our Resource Specialists around effective instructional strategies. We are supporting our Resource Specialists with more specific coaching around inclusion best practices and how to best co-teach in a way that is effective for SWD.

Review of the 2019-2020 EL data revealed the school's At-Risk rate is higher than the state's average. A root cause analysis revealed that in recent years, there has not been a strong enough focus on explicit instruction to meet the needs of our English Language Learners. There has been a strong schoolwide emphasis on Math, without enough comprehensive development on explicit language skills and language acquisition. This has caused the gap to widen for our ELLs.

In order to close this gap, we are increasing the amount of explicit professional development for teachers who teach English Language Development and an increasing support on the implementation of the EL Achieve curriculum. Our new Assistant Principal of Instruction collaborates with our Director of Literacy on a weekly basis to ensure that we are supporting our teachers in strategies to support English Learners. We are also providing more targeted small group support for our newcomer students and matching them with an adult mentor to provide additional support with homework outside of the classroom.

Review of the 2019 California School Dashboard revealed the Chronic Absenteeism rate indicator was higher than the state's average. Last year as well as this year, CNCA 2 leadership went through significant personnel changes on the leadership team which contributed to the team not collaborating effectively to focus on supporting improving attendance and responding to attendance challenges. The school did not develop a consistent system for recognizing positive attendance and responding to attendance challenges. The CNCA 2 leadership team will participate in SARB training annually. The team will develop a consistent system for recognizing positive attendance and responding to attendance challenges. The leadership team and teacher leaders will participate in Responsive Classroom training to help address classroom culture and provide teachers with support in this area.

The Schoolwide Suspension Rate indicator was higher than the state's average. The CNCA 2 leadership needed to increase their capacity and ability to prevent and resolve discipline challenges as the school grew in size and transitioned leaders. The leadership team did not have a centralized communication system for the leadership team and teachers to communicate effectively and efficiently about discipline challenges. The team needed to determine how Restorative Justice practices would be implemented at the school in addition to providing training and support to the leadership team and teachers around working with students who have special needs and those who have experienced trauma.

The CNCA 2 leadership team will participate in Restorative Justice training in order to increase leaders ability to implement non-exclusionary discipline practices at the school. The leadership team and teacher leaders will participate in Responsive Classroom training to support classroom culture and positive student/teacher relationships.

LCAP Highlights

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

A key focus of our work in 21-22 will be to ensure the successful implementation of our new ELA curriculum and ensure that ELLs and SWDs needs are being met within the context of the new curriculum as well.

Comprehensive Support and Improvement

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

Schools Identified

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

{Identify the eligible schools here}

Support for Identified Schools

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

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are

provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Principal to add feedback

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

Principal to add

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 31.98% ELA Level 4: 9.37%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	65% ELA Proficient
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 23.11% Math Level 4: 10.22%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	58% Math Proficient
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 11.45% Science Level 4: 3.01%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	35% Science Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 38.90% Reclassification Rate: 22.20% (2019-2020) Reclassification Rate: 40.90%				60% reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Teachers and admin will receive extensive training and professional development on new ELA curriculum.</p> <p>Review/Revise pacing plans</p>	<p>1. Teacher stipends</p> <p>2. Buyback days</p> <p>1175 - \$19,140</p> <p>3000 - \$4,785</p>	[Y/N]
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for EIs.	<p>AP Salary and benefits</p> <p>1300 - \$277,112</p> <p>3000 - \$69,278</p>	

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for ELs. The Principal and Assistant Principal will train and develop all teachers around an aligned vision for active engagement in the classroom.	<ol style="list-style-type: none"> 1. Music, teacher salary and benefits listed here. 1110 - \$195,281 3000 - \$48,820 2. AP Salary and benefits 1300 - \$277,112 (Repeated) 3000 - \$69,278 (Repeated) 	

Action #	Title	Description	Total Funds	Contributing
5	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>CNCA Kayne Siart partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$199,005 3000 - \$49,751 Teacher Assistants 2111 - \$19,425 3000 - \$4,856</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$11,250 5852 - \$17,375</p> <p>TIII – Intervention positions 1120 - \$42,000 3000 - \$10,500</p> <p>TIV – Science materials 4111 - \$17,700</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <p>Title IV Purchase science curriculum and materials.</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 87.80%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
# of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Allocate funds to provide capital improvements to better leverage space to ensure there is ample room for all service providers.</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA Kayne Siart is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.</p>	<p>Capital Improvements 9430 - \$8,000</p> <p>Vendor Repairs 5631 - \$30,000</p> <p>HVAC Maintenance 5599 - \$13,620</p> <p>Custodial (internal/contracted) 2200 - \$83,977</p> <p>3000 - \$20,994</p> <p>5531 - \$72,000</p> <p>Campus Security Guards Non-Capitalized equipment 4411 - \$12,409</p> <p>25% of rent</p> <p>Office supplies 4351 - \$18,000</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	<p>(7. Course Access) Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p>Science teachers, PE Teachers, PNEDG Back office support Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>CNCA Kayne Siart has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office’s Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u></p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$62,280 2. PNEDG cost 5881 - \$1,079,964 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - \$62,400 3000 - \$15,600 	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p> <p><u>Consultants</u> Hire external consultants to support instructional leaders in coaching, culture and team development. Hire external consultants to support instructional leaders in providing professional development around ethnic studies and culturally responsive pedagogy.</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 95.60%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	98%
Chronic Absenteeism Rate	(2019-2020) 11.79%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	4%
Suspension Rate	(2019-2020) 1.20%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	0.5%
Expulsion Rate	(2019-2020) 0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 64.50%				90%
Local Measure: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 61%				90%
Middle School Dropout rate	(2019-2020) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>5.Pupil Engagement Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees</p> <p>Host quarterly student success team meetings for students with less than proficient attendance</p> <p>Instructional Leaders (Principals and/or Assistant Principal) will host instructional workshops (example: What is Phonics?) for families so they aware of what's happening in the classroom and can support their students at home.</p>	<p>FSC salary and benefits 2900 - \$57,416 3000 - \$14,354</p> <p>Registrars salary and benefits 2400 - \$34,452 3000 - \$8,613</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$34,452 3000 - \$8,613</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	6. School Climate Provide student-facing supports across the school community to improve school climate	<p>Engage all stakeholders (families, students and staff) in the development of a comprehensive, schoolwide positive behavior support plan, grounded in restorative practices.</p> <p>Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides</p> <p>Professional development for campus aides and administrators on Restorative Practices.</p> <p>Use campus aides to support and reinforce school culture</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$87,836 3000 - \$21,959</p> <p>ASES 5844 - \$177,559</p>	[Y/N]

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services - from Tammy	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy
33.69%	\$ 1,906,840.42

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

: Indicate how progress is being measured using a metric.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e the school year to which the data applies, consistent with the instructions above.

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

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the l Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	Melissa.Mendoza@CaminoNuevo.org (213) 353-5300

Plan Summary 2021-2022

General Information

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

CNCA #4 serves 598 students in grades TK/K through 8. Seventy-six point twenty-five percent (76.25%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #4 was 92.98% Hispanic, 83.95% socioeconomically disadvantaged and 31.27% English language learners and 15.55% of students with disabilities.

CNCA 4 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

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

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

Reflections: Successes

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

At this time, Camino Nuevo Charter Academy 4 does not collect data from one of the verified data sources approved with the passage of AB 1505.

Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

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

Interim Assessment Findings:

- Grades 3-8 outperformed all other CNCA schools in mathematics
- Students in grades K-8 demonstrated overall growth in mathematics standards from Quarters 1 and Quarters 2
- Mathematics standards demonstrating conceptual knowledge and application aspects of rigor tend to be the area of need in grades K-8
- 100% of grades 4-8 demonstrated an increase in percentage of students achieving "above standard" on the ELA IABs and 60% of those grades demonstrated improvement over 10%
- There is evidence that systematic and consistent corrective instruction, even in the distance learning environment, shows significant positive impact on student learning

Reflections: Identified Need

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

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

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

CNCA 4 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

Area of growth, meeting the needs of all students: Subgroup Data Analysis

CNCA#4 has worked on improving the implementation and monitoring of our instructional program to ensure that we are meeting the learning needs of all students, especially our English Language Learners and our students with disabilities. Since the 17-18 school year we have seen a steady increase in the performance of our students with disabilities on SBAC. While this subgroup is still performing below the state average we have seen small gains in ELA (increase of 4.44% from 17-18 to 18-19) and math (increase of 0.68% from 17-18 to 18-19). Because we know that we need to increase performance for all of our students at a much larger rate, we adopted a new math curriculum (Bridges in Mathematics) during the 2019-2020 school year and anticipate to see larger growth percentages on the next SBAC assessment for all groups. Although our English Language Learner academic data comparing the 17-18 to 18-19 SBAC shows a decline for this subgroup (4.9% in ELA and 0.41% in Math), it is important to note that these declines also coincide with a significant increase in reclassification annually. Our most recent reclassification rate is now double that of the state RFEP rate. Below is a chart of CNCA#4 reclassification rates for the last 4 years:

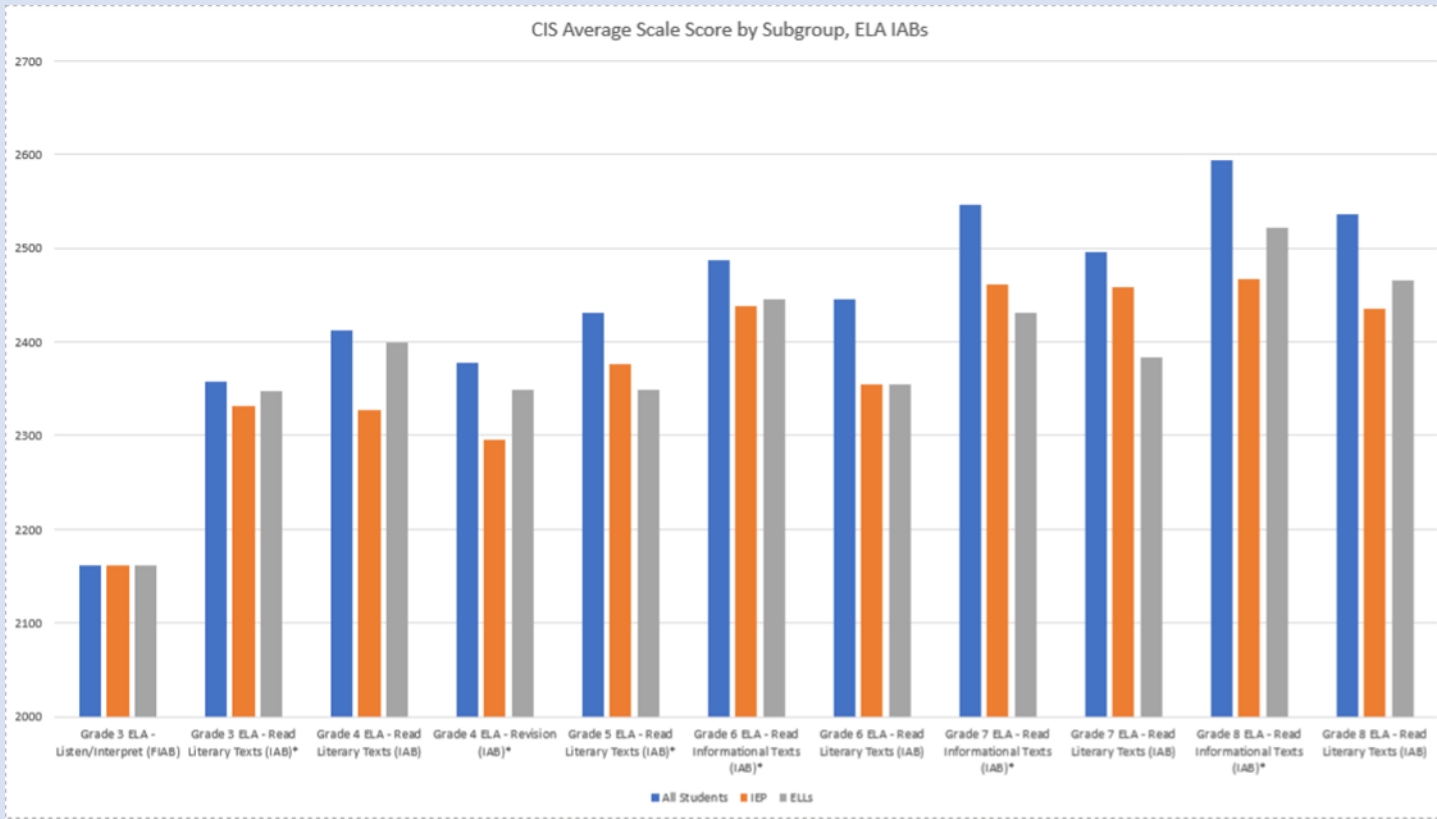
Improving performance and standards mastery for both our ELs and SWD continues to be a focus area for CNCA#4. Currently, our distance learning model is such that teachers are still able to implement best practices to support these specific subgroups of students. The following are some of our instructional strategies and accommodations that we are currently using with ELs and SWD:

- Small group and one on one instruction
- Accommodations to PowerPoint and pear deck presentations
- Frequent checks for understanding
- Frontloading vocabulary
- More visuals
- One on one conferencing
- Chunking work
- Graphic organizers
- Sentence starters
- Read aloud
- Audio books
- Cloze writing notes
- Extended time on assignments
- Gen ed teachers offer office hours
- Highlighting text

- Mentor texts
- Recording lessons in real time that can be revisited by students after the class ends
- For SWD specifically we also offer a learning center class for grades 6-8 in order to support students with the demands of their coursework and one on one conferencing with RSP teachers and Sped IA's is also offered in all grades.

In addition to these in classroom supports, teachers have also received additional PDs to address the learning gaps of these subgroups. This includes three PDs so far this year on understanding and unpacking ELD standards and their alignment to core content as well as 3 PDs focused on special education compliance, co- planning and instructional practices to support struggling learners. Parents have also received workshops about reclassification targets, ELPAC assessment, supporting ELs at home, distance learning strategies and math and ELA supports at home. This year we also purchased asynchronous learning apps including STMath, Smarty Ants (K-2 literacy), Achieve3000 (3-8 literacy) and Rosetta Stone Accounts for all ELs as an additional instructional tool that supports language development. Students are assigned weekly lessons and teachers follow up on their progress during weekly live sessions.

With a more focused approach on supporting our ELs and SWDs we are starting to see growth this year in some grade levels. Below is our most recent subgroup data from ELA IABs taken in December 2020. Third grade in particular shows promise in that all groups (all students, IEPs and ELs) are performing at the same rate in ELA on the listen and interpret IAB with only a small dip in sub group data when tested on the literary text IAB. This data is helping us to identify trends as well as best practices that teachers can share and replicate in other grades where subgroups struggle the most.



Area of growth: Special Education

CNCA#4 has been working on improving our systems in place for implementing and monitoring our special education processes and program. One improvement since our last LAUSD site visit is the addition of key team members to our home support office team in the special education department that support our school site directly. This includes an Associate director of Sped, a Moderate to Severe Specialist, a Behavior Intervention Developer and an Occupational Therapist. These roles provide direct support for students, teachers and leaders and have improved our compliance structures. Specifically, at our site, the CNCA BID supports all BIs by joining classrooms, providing observations and feedback to staff, holding biweekly trainings for BI staff and joining parent conferences for all students with BIs. The Associate Director of Sped also joins our weekly RSP team meetings where master calendar, 300 reports and compliance updates and needs are discussed. She also holds bi-monthly check-ins with sped admin going over sped compliance. She also increased RSP teacher support PD from quarterly to monthly for our teachers as well as created a “SPED Teacher Guidebook” that aids in onboarding new RSP hires & houses all resources for RSP teachers and SpEd admin.

Also, at our site specifically, we have increased the frequency in which instructional coaches join co-planning meetings weekly and ensure that co-teaching is taking place even in distance learning through coaching, modeling and classroom observation feedback. RSP teachers have also increased their support and collaboration with the general education teachers by providing frequent updates to IEP passports, joining grade level meetings to add a lens on how we are supporting students with IEPs and have led portions of PD to share best practices on implementing

IEP specific accommodations. As part of our weekly PD routine we have also added the "Sped Spotlight" in order to share information, point our bright spots and remind staff of upcoming compliance and instructional needs in regards to special education.

Finally, our Assistant Principal of Instruction supporting Special Education has created a new cadence of accountability by sending out weekly emails to all support providers with a copy of their 300 reports and next steps. She also holds weekly check in meetings with our site SPED clerk to review 200 reports and master calendar and consults with our CNCA lead psychologist to ensure compliance timelines and accurate assessments plans. In addition to meeting with our on site team, our AP also meets with the associate director of special education on a biweekly basis to review 300, 200, master calendar and school needs as they arise. In this way we have created systems with more checks and balances to ensure clearer communication, accountability and overall improvement of our special education processes and program.

LCAP Highlights

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

Principal to add overview here.

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are

provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Principal to add feedback

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

Principal to add

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 27.27% ELA Level 4: 16.06%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA Level 3: 37% ELA Level 4: 26%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 18.05% Math Level 4: 9.51%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math Level 3: 33% Math Level 4: 24%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 12.61% Science Level 4: 5.88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Science Level 3: 22% Science Level 4: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 36.20% EL Reclassification Rate: 15.40% (2019-2020) 27.30%				ELPAC: 46% EL Reclassification Rate: 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. Review/Revise pacing plans	1. Teacher stipends 2. Buyback days 1175 - \$19,720 3000 - \$4,930	[Y/N]
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The School Leadership Team will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for EIs.	Principal and AP Salary and benefits 1300 - \$277,402 3000 - \$69,351	

Action #	Title	Description	Total Funds	Contributing
3	Provide elective courses	<p>The School Leadership Team will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for EIs.</p> <p>The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.</p>	<ol style="list-style-type: none"> 1. Art, Music, teacher salary and benefits listed here. 1110 - \$134,965 3000 - \$33,741 2. Principal and AP Salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated) 	

Action #	Title	Description	Total Funds	Contributing
5	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>CNCA #4 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$201,936 3000 - \$50,484</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5852 - \$27,250</p> <p>TIII – Intervention positions 2131 - \$18,500 3000 - \$4,625</p> <p>TIV – Science materials 4111 - \$16,000</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <p>Title IV Purchase science curriculum and materials.</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 97.14%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%
# of students with standards-aligned materials	(2019-2020) 100%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>CNCA #4 is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.</p>	<p>[\$ 0.00]</p> <p>Capital Improvements</p> <p>Vendor Repairs 5631 - \$40,000</p> <p>HVAC Maintenance 5599 - \$15,792</p> <p>Custodial (internal/contracted) 2200 - \$85,152</p> <p>3000 - \$21,288</p> <p>5531 - \$114,300</p> <p>Campus Security Guards Non-Capitalized equipment 4411 - \$15,648</p> <p>25% of rent</p> <p>Office supplies 5631 - \$15,600</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<p>Science teachers, PE Teachers, <u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>CNCA#4 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u></p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$132,043 3000 - \$33,011 2. PNEDG cost 5881 - \$899,352 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - \$67,764 3000 - \$16,941 	[Y/N]

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

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 95.30%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	98%
Chronic Absenteeism Rate	(2019-2020) 13.38%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	10%
Suspension Rate	(2019-2020) 1.90%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	1%
Expulsion Rate	(2019-2020) 0%				0%
Local Measure: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 81.50%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 63%				75%
Middle School Dropout rate	(2019-2020) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>5.Pupil Engagement</p> <p>Leverage school staff across departments to foster positive pupil engagement</p>	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees</p> <p>The APSS will host quarterly student success team meetings for students with less than proficient attendance</p>	<p>FSC salary and benefits 2900 - \$65,697 3000 - \$16,424</p> <p>Registrars salary and benefits Front office clerks/staff positions salary and benefits 2400 - \$33,930 3000 - \$8,483</p> <p>APSS staff position salary and benefits 1300 - \$277,402 (Repeated) 3000 - \$69,351 (Repeated)</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	6. School Climate Provide student-facing supports across the school community to improve school climate	Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.	Campus aides salary and benefits 2900 - \$71,319 3000 - \$17,830	[Y/N]
		Ensure students safety and appropriate supervision by campus aides	ASES 5844 - \$53,172	
		Use campus aides to support and reinforce school culture		
		Partner with outside agencies to provide extracurricular opportunities		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services - from Tammy	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy
33.20%	\$1,581,651.54

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

: Indicate how progress is being measured using a metric.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e the school year to which the data applies, consistent with the instructions above.

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

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the l Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Elementary 3	Jay Laughlin, Principal	Jay.Laughlin@CaminoNuevo.org (323) 730-7160

Plan Summary 2021-2022

General Information

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

CNES 3 serves 740 students in grades TK/K through 8. Ninety-Four percent (94%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2020-2021 student body at CNCA #3 was 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities.

CNES 3 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

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

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

Reflections: Successes

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

At this time, CNES 3 does not collect data from one of the verified data sources approved with the passage of AB 1505. Our interim assessment system includes:

- TCRWP & Evaluación de Desarrollo de Lectura running records (TK-2)
- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math

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

Interim Assessment Findings and Response:

ELA Interim Assessment IABs: At the end of Quarter 1, our teachers administered IABs remotely for all students. The IABs are aligned to grade level standards, and during quarter 1 we noticed that pacing with instruction was behind what we'd originally anticipated because we first had to ensure student online access to virtual learning and supporting students in engaging in classes.

At the onset of quarter 2, we took time to ensure teachers could preview the end of quarter 2 IABs and select the standards based IAB that most closely aligned with upcoming instruction. This way, we could ensure we captured student learning outcomes aligned to content covered in class during quarter 2. As a result of previewing the interim assessments, this afforded teachers the opportunity to clarify the expectations for students corresponding to standards (know the criteria for success) and also make sure that the content covered in quarter 2 was aligned to these standards and expectations.

From quarter 1 to quarter 2, we saw growth among every grade in terms of IAB performance. We attribute the improvement in quarter 1 IABs to quarter 2 IABs in large part to the proactive approach of leveraging the IABs as teaching tools that informed upcoming instruction. We also attribute the improvement in the analyses processes in place for teachers to understand expectations on the quarter 1 IAB, diagnose student performance in terms of strengths and needs, and then action plan upcoming instruction in quarter 2 to improve in areas that were lower performing. At this point, we are focusing on building teacher and student capacity in leveraging asynchronous learning opportunities through online platforms for ELA. This offers a complement to our standards-based instruction in class with students having the chance to engage with articles that are aligned to their independent Lexile level so that they can build their individual reading proficiency and thereby more fully engage with grade level texts and tasks in their ELA classrooms.

Our Math interim assessment results have been developed to align with grade level standards and also provide opportunities for us to analyze current student performance and adapt our approach to improve learning outcomes for all students. This year, we've created interim assessments for math that have aligned to content covered by teachers through each quarter. The assessments have been developed using standard-aligned items that correspond to the standards of focus in our units for Bridges (3-5) and CPM (6-8) math curriculum. We noticed that with these standards-aligned assessments, pacing was still a challenge for instruction. From shared network analysis, we learned that schools with strongest performance were leveraging asynchronous instruction through ST Math to improve student outcomes. As a result, this was a shift we leveraged beginning in semester 2 to ensure students would have opportunities for sufficient practice with standards aligned tasks and so that students had an opportunity to practice prerequisite skills that prove to be essential foundations from which teachers can then lead instruction at grade level standards-based content. Our focus on building teacher capacity in leveraging online learning platforms for asynchronous instruction is a result of the analysis and collaboration with partner schools around what is proving most effective in the distance learning setting.

Though leveraging interim assessments in both ELA and math for our students, we are able to develop cycles of learning for teachers that not only allow them to more deeply understand the demands of standards expectations at grade level, but also to diagnose how their students are performing relative to those standards and make informed instructional decisions to respond to student learning needs.

Reflections: Identified Need

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

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

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

CNES 3 utilizes the LCAP and LCAP Federal Addendum as their School Plan for Student Achievement.

A review of the 2019 California School Dashboard revealed that the school's ELA "Status" (Distance from Standard, DFS) was "Lower" schoolwide and for the four numerically significant subgroups: English Learner, Latino, Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD)

For CNCA #3, we saw an improvement in ELA performance overall with growth of 16.1 points as we were -63.3 DFS in 2018 and -47.2 DFS in 2019. Our improvement overall shows we are on the right trajectory, but have more work to do as our current level of performance is still below that of the state overall. All of our numerically significant subgroups improved performance from 2018 to 2019. ELs increased by 12.6, Latino subgroup increased by 15.7, socioeconomically disadvantaged students increased by 16.1, and students with disabilities increased by 19.2.

Although we've seen improvement from 2018 to 2019, we still have room for improvement as each of our subgroups, as stated above, is performing lower than the state overall in terms of DFS.

We performed a root cause analysis for this lower DFS status for schoolwide and the subgroups, and;

We are building our dual language instructional program so that students are learning using academic English and Spanish across content areas. Data shows the model will ultimately lead to increased academic outcomes for all students, and that this positive impact will take place later in students' academic development as they are working to master communication skills of academic listening, speaking, reading, and writing in both English and Spanish. We are excited about investing in this teaching and learning approach with fidelity as we know it will lead to greater levels of success for students as they enter high school, college, and beyond. In the short term, the benefits do not often show a linear growth trajectory, but instead show accelerated growth on assessments as students matriculate toward later middle school and high school.

Another source for this is that our current curriculum takes time to develop and leverage with students so that it targets grade level standards and provides scaffolds for students to meet those standards. While our workshop model can prove effective for experienced teachers, it involves a steep learning curve for more novice teachers that are not yet well versed in standards.

As a result, next year we are planning to offer training and PD so that our teachers will be able to launch a new vertically aligned, standards-based curriculum for ELA and SLA that will enable our students to have access to grade level standards that coherently builds upon what students have learned and studied in previous years. This vertical coherence is difficult to develop with the workshop curriculum, and with a task force researching Edreports on effective curriculum in terms of standards alignment and implementation, we are confident this shift will help us more effectively teach towards standards in all grade levels. With accompany PD, we believe this focus on coherently aligning our content Tk-8 will result in increased gains in reading proficiency demonstrated on district and state assessments.

The following is an outline of the actions the school's leadership team plans to implement to improve overall student academic performance in ELA as measured by the California School Dashboard.

This year, as a leadership team, we've prioritized accelerating learning as a framework for our instructional program across all subject areas. This framework has influenced our professional development, and the systems for support and guidance for our teachers have helped ensure that teachers are targeting grade level state standards in their classrooms and building in scaffolds that equitably support students in accessing grade level content. Our performance overall and for our subgroups shows that we have room to improve and our Smarter-Balance assessments reveal we have just under 30% of our students demonstrating that they are meeting or exceeding in terms of standards-based proficiency.

Lesson plans for teachers are reviewed by our team, observations of teacher practice are conducted on a regular basis as every teacher has a designated coach that provides feedback and support aligned to our accelerated learning instructional framework. This semester, in part influenced by our context in virtual learning, we've focused on leveraging our online learning platforms so that students have the opportunity to solidify skills that equip them with pre-requisite learning and practice they need in order to better access the grade level standards and texts we are teaching to in our ELA classrooms.

Moving into SY 2021-2022 and beyond, we plan to sustain our focus on accelerated learning to ensure equitable access to grade level content and appropriate scaffolds to support students in mastering grade level content. In addition, our dual language model is research based and designed to lead to increased gains for students as they move through middle school. As our dual language program continues to build to 5th grade and up, we expect to see improved outcomes for our students. We also believe our literacy curriculum for next year will be a first step in ensuring every student is accessing standards based instruction that coherently builds upon what has been taught in previous years.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" DFS was " Lower " schoolwide and for the English Learner and SWD subgroups. For CNCA #3, we saw an improvement in Math performance overall with growth of 31.2 points as we were -90.1 DFS in 2018 and -58.8 DFS in 2019. Our improvement overall shows we are on the right trajectory, but have more work to do as our current level of performance is still below that of the state overall.

All of our numerically significant subgroups improved performance from 2018 to 2019. ELs increased by 24.3 from -95.3 DFS to -70.9 DFS and students with disabilities increased by 44.3 from -164.6 DFS to -133.3 DFS.

Although we've seen improvement from 2018 to 2019, we still have room for improvement as both of our subgroups, as stated above, are performing lower than the state overall in terms of DFS.

We performed a root cause analysis for this lower DFS status for schoolwide and the English Learner and SWD subgroups, and;

Vertically aligned curriculum is still in early phases of adoption across our school, but it has made a positive impact on student achievement thus far. Implementation includes a heavy lift not only for teachers, but especially for our subgroups that were initially scoring so far below standards in terms of DFS. Over time, with sustained implementation of a vertically aligned and standards-based curriculum, we expect to see growth continue for our ELs and SWDs. Continuing to build our practices with effective implementation will enable students to build upon their standards-based learning in each successive year, thereby moving us toward greater levels of proficiency for all subgroups and especially ELs and SWDs.

A root cause for a lower DFS status schoolwide, for ELs, and for SWDs shows a need for more intervention supports and best practices for scaffolding instruction so that students currently performing below grade level standards and with certain knowledge gaps from previous years are able to get timely interventions that ensure they can be successful with grade level core content. This is the approach we are using behind accelerated learning, though this model is relatively new and takes time to build effective systems leading to improved student achievement. We need to strengthen multi-tiered systems of support so our students that are most at risk are provided with the scaffolds and supports they need to access grade level content.

The following is an outline of the actions the school's leadership team plans to implement to improve overall student academic performance in math as measured by the California School Dashboard

This year, we've focused on accelerated learning so that we are providing students with timely interventions that address prerequisite skills students will need to access core grade level content and standards. This is challenging in the distance learning setting, and takes time to build capacity across classrooms. As we remain steadfast in ensuring all students have access to grade level content in their math classes, we know we need to build teacher capacity to scaffold supports so every student can be successful in reaching these high expectations.

Part of our approach this year has been to leverage asynchronous online learning platforms that offer students authentic opportunities to practice skills they will need to be successful with grade level content. This focus on building teacher and student capacity to utilize online learning platforms offers more timely data that teachers can respond to and use to inform instruction in the synchronous learning spaces. We believe that building students' usage with these platforms, as research shows, will lead to improved academic outcomes as measured by state assessments.

Review of the 2019-2020 EL data revealed the following: The school's At-Risk rate is higher than the state's average. The school's LTEL rate is higher than the state's average. Within our review of the data we note that our reclassification rate changed from 2018-2019 to 2019-2020 shows an increase overall from 9% to 15.8%. In 2018-2019, our data showed we were behind the state in reclassification by nearly five percentage points. In our percentage of students listed as LTEL, we see that we reduced this percentage of students from 2018-2019 to 2019-2020. Please note that CNCA #3's LTEL rate is actually lower than the state average: the LTEL rate in 2018-2019 was 12.8% compared to the state's rate of 14.7%. In 2019-2020, we saw our LTEL percentage drop to 6.7% compared to the state's rate at 8.9%. We are hopeful in seeing this trending down as we reclassify students at a higher rate, though we realize there is more work to be done to ensure our students continue building their English proficiency and demonstrating this on the ELPAC.

One root cause for the reclassification rate being even higher and the LTEL percentage being even lower is that ELPAC requirement has recently been added to the reclassification versus previously able to use our own internal assessments to reclassify. This is good in that it sets a

clear standard for our students and start to plan toward, and it's something we've had to adjust to so we are ensuring students are working toward ELPAC proficiency as a target for reclassification.

Another factor to consider is we are building our educational program as a Bilingual school. This program development takes time, and we understand this is beneficial in the long term though does not always show gains in the short term. Research shows it takes 5-7 years to acquire a language according to Thomas and Collier (and similar research). We believe this contributes to our "At Risk" rate being higher than the state's. We show our at risk percentage going from 16.2% down to 11.1%, while the state's at risk rate for the same years went from 9.5% to 5.7%. We are trending in the right direction, but as a result of what research shows we see our students reclassifying later on which aligns with our dual language program model.

Finally, our ELA curriculum has been focusing on a workshop model. This model is not standards focused and we know that the reading and writing section organization wide are significant areas of struggle for our students/keeping them from reclassifying. This will be addressed as we launch a comprehensive standards aligned ELA curriculum that addresses demands of standards for students across grades in reading and writing.

In order to support our English Language Learners to both reclassify and be successful in their general education classes, we have made multiple changes to how we support English Language Learners. Some of these improvements are specifically targeted for our English Language Learners, and other improvements target all students, and benefit our English Language Learners along with all other students.

One such improvement is our implementation of targeted intervention for English Language Learners at our K-5 site. This intervention is administered by an intervention teacher and specifically targets English Language Learner students who are nearing reclassification. In forming the groups of students for this intervention program, we have analyzed the data and grouped students according to their area of need in reclassification. For example, if the ELPAC reading score is the area that is preventing a student from reclassifying, that student receives targeted intervention to grow in that specific area.

In order to gather ongoing actionable data for our English Language Learners about their English Language Development, we have also begun implementing weekly exit tickets that teachers administer and track during their designated ELD instructional blocks. These exit tickets are aligned to the requirements of the ELPAC and provide teachers with ongoing formative data that is actionable for teachers in measuring student progress. The introduction of these exit tickets came as a result of the deep dive that we did as an organization into our ELD curriculum in order to determine how aligned our curriculum was to the ELPAC. In identifying a need for additional embedded opportunities for students to practice with ELPAC aligned tasks, we began implementing this exit ticket system along with embedding other ELPAC aligned tasks into their ongoing lessons.

Another improvement that we made in the 19-20 school year at our K-5 site and have continued this year is providing intervention as an elective for students. Students in grades K-3 take intervention and the teacher differentiates the intervention instruction to meet student needs. She collaborates with the General Education teacher in order to plan her instruction based on the needs of the students as well as the current content of the general education classroom. Through this collaboration, the intervention elective teacher (different than our EL intervention teacher) is able to tailor intervention supports to meet the needs of all students, including our English Language Learners. We specifically focus this additional intervention in lower grades in order to be proactive about identifying and meeting the needs of students before they fall significantly behind.

Because we know that the Reading and Writing portions of the ELPAC have been an area that students have struggled and that have held them back from reclassifying, as an organization we have also analyzed how we are carrying out reading and writing instruction in all

classrooms. In reflecting on our previous approach to reading and writing instruction, we have been able to recognize the opportunity afforded by additional technology access for our students and we have taken advantage of that by implementing reading-focused online learning platforms: Smarty Ants(grades K-3) and Achieve 3000 (grades 3-8). These independent reading programs assess and target student areas of need and are used in our asynchronous spaces for students to practice and improve on both foundational (Smarty Ants) and more advanced (Achieve 3000) reading skills. These programs are standards aligned and have proven effective in increasing student reading levels in independent studies.

As a more long term change that we are implementing as an organization is the re-evaluation of our literacy approach and we will be making a curriculum shift in the 21-22 school year to a more standards-driven curriculum and approach to teaching literacy. We recognize that in both our reclassification data that tells us that our students struggle with the reading and writing portions of the assessment, as well as in our stagnated ELA growth data, that we need to drastically change how we are approaching literacy instruction and are undertaking this work in an aligned manner across our K-8 campuses.

Review of the 2019 California School Dashboard revealed the following: The Chronic Absenteeism indicator which was higher than the state's average. A root cause analysis revealed that the CNES 3 leadership went through significant personnel changes on the leadership team which contributed to the team not collaborating effectively to focus on supporting improving attendance and responding to attendance challenges. The school did not develop a consistent system for recognizing positive attendance and responding to attendance challenges.

The CNCA Castellanos Eisner leadership team will participate in SARB training annually. The CNCA Castellanos team will develop a consistent system for recognizing positive attendance and responding to attendance challenges. The leadership team and teacher leaders will participate in Responsive Classroom training to help address classroom culture and provide teachers with support in this area.

As we've worked this year to create one school with two campuses, this has included evaluating current systems in place for monitoring attendance and refining these for the current context. We've refined our policies school wide to improve attendance for all students, and we've targeted supports for students that show chronic absenteeism including hosting SST meetings with families based on attendance data gathered thus far this year.

This year, we've worked collaboratively to address root causes in the distance learning setting contributing to the attendance gap. This has included brainstorming potential emerging best practices to tackle chronic absenteeism. Leveraging resources from the HSO office, school current practices, and collaborated leadership / teacher practices. HSO coaching support during APSS meetings that discuss current processes and supports.

Building capacity across staff members using MOCHA template to improve attendance:

- Established our Attendance team
- Classroom protocols
- School-wide protocols
- Parent information and involvement protocols
- System to communicate with families regarding absences on a daily basis.
- Daily communication for absent students
- Initiating robocalls day-of absence after 10am

- Follow up with Parent Square messages to families we cannot reach
- Live attendance tracker updates and notes for staff communication
- System for communicating with stakeholders on a weekly basis.
- APSS communication on Fridays to families of students who missed more than 2 days in the week
- SART letter send to families whose students have missed more than 3 days during a week
- SST's scheduled for attendance support plan generation
- Schoolzilla attendance communication to staff and parents on average attendance
- Newsletter sharing past two weeks of attendance by grade level and by day to reveal trends
- Discuss progress monitoring during leadership meetings for further support / ideas / and necessary actions
- Creative approaches to incentivizing attendance in virtual learning classes for all students
- Attendance Incentives are continuously evolving
- Award Assembly Attendance recognition
- Attendance certificates
- Movie night
- Game Club on Fridays

LCAP Highlights

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

From our review of existing data, we have identified root causes for our current status and have determined some high leverage next steps that will allow us to improve student outcomes.

1. Content: Build capacity of teachers to implement vertically aligned, coherent instruction targeting Math and ELA grade level standards in K-8.
 - a. This focus on content and ensuring access to grade level rigor in Math and ELA is a necessary first step for improvement. Math is further along that ELA in this process as a result of launching aligned grade level curriculum for K-5 (Bridges) and in 6-8 (CPM). These curricula, while alone are not sufficient, provide a foundation from which our teachers can implement effective standards-aligned instruction that not only address grade level standards but also incorporate the three shifts tied to the Common Core in terms of what and how the content is taught. For ELA, we are preparing to launch a vertically aligned curriculum beginning in 21-22. This should help set up our students with consistent access to rigorous, grade level texts and provide teachers with more clarity on how to ensure instruction addresses regular practice and engagement in grade level

complex texts, (2) reading, writing, and speaking grounded in evidence from the text, and (3) building knowledge for students through regular engagement with informational texts by means of coherent units of study. While we have been working with teachers to focus on these shifts, having a curriculum rooted in grade level standards will (like math) provide the appropriate foundation for us to target this in the most effective way for our students across K-8.

2. Pedagogy: Focus on scaffolds for instruction that ensure students can access, engage with, and productively struggle so as to learn grade level content
 - a. Academic intervention is a focus that we are dedicating increased resources toward in order to accelerate learning. While scaffolds and supports can be implemented differently depending on grade level, content area, and size of student group, we believe that a focus on providing strategic intervention supports through separate classes/electives and by providing professional learning that helps teachers simultaneously maintain high academic standards at grade level AND provide appropriate scaffolds for students so they can engage with that content. We know this is challenging, and we anticipate a focus on this across grade levels and content areas will be key so that we can ensure every student not only is exposed to grade level content (based on our first focus area) but also has meaningful opportunities to engage with and learn grade level content.
3. Establish and sustain a positive school culture and climate as a foundation for all learning.
 - a. As a foundation for our work with our students, we must establish a positive culture and climate where learning can thrive for all students. Students will be returning to campus after a long hiatus of distance learning, and it's imperative that our focus and readiness on day one sets up students to feel safe and supported on site. This will include ensuring our procedures for school safety are in place given the guidelines from the state regarding Covid 19, and it will include ensuring we have school wide systems for effective behavior management that address tier 1 (classroom systems for all students), tier 2 (additional supports for 10-15% of students to meet these behavioral expectations), and tier 3 (intensive supports in place for 3-5% of students). In order for our Content and pedagogy focus to positively impact students, we have to ensure a safe and supportive school environment is established for all learners.

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are

provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Principal to add feedback

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

Principal to add

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 22.71% ELA Level 4: 7.25%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA Level 3: 36.75% ELA Level 4: 13.25%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 19.31% Math Level 4: 7.27%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math Level 3: 34.5% Math Level 4: 13.5%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 15.82% Science Level 4: 3.95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Sci Level 3: 25% Sci Level 4: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	(2018-2019) ELPAC: 41.80% EL Reclassification Rate: 9.00% (2019-2020) EL Reclassification Rate: 15.80%				ELPAC: 60% EL Reclassification Rate: 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide necessary standards-aligned curriculum	<p>Dedicated PD and professional learning time on implementation of standards-based instruction leveraging existing or new curriculum. Process for backwards planning and prioritizing instruction based on standards-based expectations for students within units/modules</p> <p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans within PD and weekly/biweekly coaching</p>	<ol style="list-style-type: none"> 1. Teacher stipends 1175 - \$21,460 2. Buyback days 3000 - \$5,365 	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principals and FSC will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for ELs.</p> <p>Building capacity of families to support students with personalized online learning platforms that can equip students with pre-requisite learning needed to effectively engage in classroom instruction on grade level standards.</p>	<p>AP Salary and benefits 1300 - \$480,770 3000 - \$120,193</p>	
3	Provide elective courses	<p>The Assistant Principals and FSC will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for Els.</p> <p>The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>Intervention teachers and classes will be scheduled to provide targeted supports based on student needs (from data) that will complement the classroom-based instruction for math and ELA</p>	<p>1. Intervention teachers salary and benefits (2 CAS, 1 EIS) 2. APs Salary and benefits 1300 - \$480,770 (repeated) 3000 - \$120,193 (repeated)</p>	

Action #	Title	Description	Total Funds	Contributing
5	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Cas Eis partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction.</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$206,909 3000 - \$51,727 Teacher Assistants 2111 - \$62,408 3000 - \$15,602</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$8,000 5852 - \$33,938</p> <p>TIII – Intervention positions 2131 - \$64,750 3000 - \$16,188</p> <p>TIV – Science materials 4111 - \$26,678</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>ensure every student has the opportunity to learn and have their needs addressed within the classroom</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p> <p>Title IV Purchase science curriculum and materials. Stemsopes curriculum across grade levels.</p>		

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 82.50%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
# of students with standards-aligned materials	(2019-2020) 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>[CAMPUS] is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.</p>	<p>Capital Improvements Vendor Repairs 5631 - \$69,000</p> <p>HVAC Maintenance 5599 - \$17,532</p> <p>Custodial (internal/contracted) 2200 - \$136,206 3000 - \$34,052 5531 - \$96,000</p> <p>Campus Security Guards Non-Capitalized equipment 4411 - \$27,444</p> <p>25% of rent 5611 - \$54,732</p> <p>Office supplies 4351 - \$31,200</p>	[Y/N]

<p>2</p>	<p>Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)</p>	<p><u>Science teachers, PE Teachers, PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Castellanos and Eisner each have a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> 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)</p>	<ol style="list-style-type: none"> 1. PE, Science teacher salary and benefits listed here. 1110 - \$122,130 3000 - \$30,533 2. PNEDG cost 5881 - \$1,167,217 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - \$128,835 3000 - \$32,209 	<p>[Y/N]</p>
----------	---	--	---	--------------

	<p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p> <p><u>Consultants</u> Hire a part time instructional coach/consultant to provide additional instructional coaching and support to Els, Foster Youth</p> <p>Hire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.</p>	
--	---	--

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 93.8%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	96%
Chronic Absenteeism Rate	(2019-2020) 18.15%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	9%
Suspension Rate	(2019-2020) 2.70%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0.5%
Expulsion Rate	(2019-2020) 0%				0%
Local Measure: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 68%				88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 59%				75%
Middle School Dropout rate	(2019-2020) 0.14%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leverage school staff across departments to foster positive pupil engagement	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees</p> <p>Host quarterly student success team meetings for students with less than proficient attendance</p>	<p>FSC salary and benefits 2400 - \$57,857 3000 - \$14,464</p> <p>Registrars salary and benefits 2400 - \$75,690 3000 - \$18,923</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$96,048 3000 - \$24,012</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Provide student-facing supports across the school community to improve school climate	<p>Tier 1: Develop schoolwide shared best practices for creating and sustaining positive classroom culture. Behavior management system designed to maximize learning opportunities for all students (safe and supportive for all, interventions by teacher to facilitate students in improving behaviors so they contribute to collective success, process for referral for outside support to Tier 2-3 response)</p> <p>Tier 2-3: Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervision by campus aides</p> <p>Use campus aides to support and reinforce school culture</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salary and benefits 2900 - \$183,868</p> <p>ASES 5844 - \$177,559</p> <p>Responsive Classroom 5211 - \$597</p>	[Y/N]

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services - from Tammy	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy
34.50%	\$ 2,042,792.00

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

Required Descriptions

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

Our student body at CAS EIS is 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities. Our approach to serving all our students, including needs of foster youth, ensure that our implementation is equitable so that every student is afforded the opportunity to engage in grade level content and receive appropriate supports and scaffolds to access that content. This can include providing necessary technology, providing professional learning that targets integrated EL instructional strategies, and culturally responsive teaching specific to our student body. In terms of what we teach and how we teach, we are committed to an equitable model that accounts for learning needs of individual students.

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

: Indicate how progress is being measured using a metric.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e the school year to which the data applies, consistent with the instructions above.

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

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the l Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

Local Control and Accountability Plan

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

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

Plan Summary 2021-2022

General Information

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

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

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

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

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

Reflections: Successes

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

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

- LevelSet (Achieve3000's Lexile assessment)
- Math benchmarks using the Inspect Illuminate Itembank
- CAASPP Interim Assessment Blocks for ELA and Math
- CNCA High School Writing Assessments

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

Quarter One Diagnostic Results:

9th Grade

- Organization was apparent in all samples
- Students writing how they verbally communicate

10th Grade

- Reading Comprehension was strong across all data samples
- Basic writing conventions
- Selecting supporting evidence, integrating, and analyzing needs improvement

11th Grade

- Paragraph structure shows students understand how to format an essay
- Evidence was, for the most part, cited correctly
- Academic language is slightly improving

Plans for Quarter 2 Based on Quarter 1 Data

9th Grade

- Work on paragraph organization
- Work on how to identify relevant quotes

10th Grade

- Use of direct quotations needs to be strengthened
- Work on creating benchmark beforehand to better prepare students for what is to come.

12th Grade

- Work on student writing and testing stamina in a distance learning context
- Informing students on difference of expectations from 11th to 12th grade.

Across the Board Changes for Quarter 2

- Change the format and access to the assessment so the assessment captures more accurately student understanding of the prompt.
- Supporting English Language Learners to maximize engagement and complete the assessment.
- Make sure students with IEPs receive sufficient accommodations.
- Teachers need to have more input to align the assessment more with what is actually happening in the class

Changes represented in Quarter 2

- More teacher input with the benchmarks – Submitted benchmarks for feedback
- Texts based prompt for quarter 2
- Practicing with the quote identification and integration

Across the Board Changes for Quarter 3

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

Completion Rates for Quarter 3 decreased for every grade level

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

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

12th – Students struggling with motivation

9th Grade Benchmark Scores

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

10th Grade Benchmark Scores

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

12th Grade Data was not entered at the time

General Reflections

9th grade student work has improved.

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

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

Reflections: Identified Need

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

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

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

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

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

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

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

- A narrow math instructional focus – This is the fourth year of the implementation of our organization wide math framework. We have a clear school-wide instructional focus for math this year – provide students with standards-based instruction and include intentional student to student mathematical discourse. We have also made sure teachers have time to analyze unit and quarterly assessment data in order to analyze the results and then use them to guide instruction.
- More Instructional Support for Teachers - This year, like last year, we are deeply focused on holding ourselves accountable as a leadership team to ensuring we are consistently observing in classrooms, holding teachers accountable to our school-wide priorities, and providing teachers with bite-size actionable feedback.

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

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

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

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

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

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

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

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

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

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

- BOY Diagnostic (We use FIABs, IABs, etc.) – To Surface major learnings from prior grades and provides specific information about student strengths and areas of need.
- CPM Unit Assessments: By implementing these assessments, teachers have been able to surface major learning taught within a unit.
- Quarterly Benchmarks (FIABs/IABs and Illuminate): These quarterly assessments have served as a network-wide opportunity to “check the pulse” on our standards-driven instruction and student learning.

- Consistent Formative and “Just in Time” Interventions (Kahoot, Peardeck, Exit Tickets, etc.) – Our math teachers use Intellectual Preparation time to understand, diagnose and take action. We will intellectually prepare within the standards and texts, analyze student work, and create targeted action plans that aim to accelerate learning.
- Ensuring More Time for Intellectual Preparation – This year we have focused on ensuring that our math teachers have support and time for:

- Prioritizing the most critical grade-level content for each grade and subject
- Studying these standards deeply
- Identifying the prerequisite knowledge, skills, and academic vocabulary that students will need access to grade level content.

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

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

Areas of Strength:

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

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

In Progress:

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

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

Areas of Growth:

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

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

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

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

LCAP Highlights

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

Principal to add overview here. |

Commented [EB1]: @Lawrence Boone hi Larry you need to add your summary here

Comprehensive Support and Improvement

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

Schools Identified

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

{Identify the eligible schools here}

Support for Identified Schools

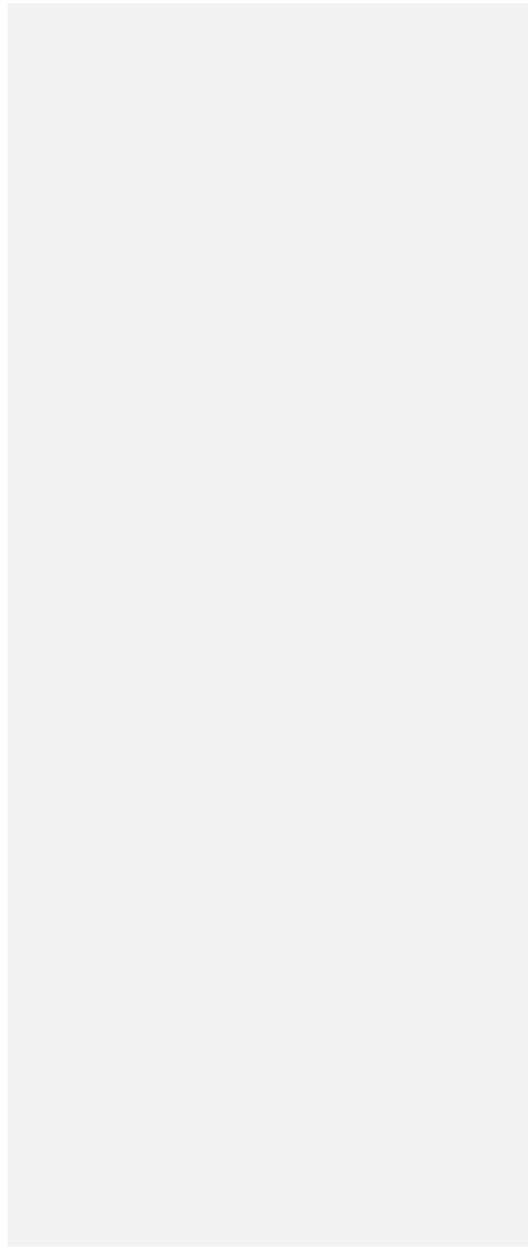
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

{Describe support for schools here}

Monitoring and Evaluating Effectiveness

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

{Describe monitoring and evaluation here}



Stakeholder Engagement

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

CNCA's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners on the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships.

CNCA provides various ways for parents to engage and participate in decision-making such as volunteering, participation in school governance or special committees, family workshops and school events. Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Teachers also reach out to families via Class Dojo, Google Docs, PowerSchool Parent's Portal and/or Parent Square.

Schools also share information via traditional methods like a parent newsletter, flyers on bulletin boards, robo-calls, posters and banners. CNCA has also built partnerships with community-based organizations to provide referrals to families in need: Children's Hospital Los Angeles, Didi Hirsch Community Mental Health, Baby2Baby, El Centro del Pueblo, Central City Neighborhood Partners, etc. Some of these organizations attend school events to provide information and resources to our families.

The Parent and Family Engagement Policy is reviewed and updated every year during a Site-Based Council meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from the schools' Student and Family Coordinators and at the main office.

The Parent and Family Engagement Policy is also reviewed during the annual Title I parent meeting. Schools schedule two sessions of this meeting at convenient times for parents to attend. These meetings are promoted digitally through social media posts and flyers, invitations in the parent bulletin, announcements during Coffee with Leadership and during one-on-one interactions with parents. During this meeting, parents review the policy and complete a feedback form. The feedback forms are collected and carefully reviewed to make appropriate edits to the policy.

The revised policy is reviewed and approved by the Board of Directors and the final copy is sent digitally to families via Parent Square and is also available on the school's website. For those families who would like hardcopies, the policy is available at the main office, at the parent center, and can be requested from the Student and Family Coordinator.

CNCA values stakeholder engagement and strives to include stakeholder feedback even when in-person meeting is not possible. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Copies of the draft are posted on the school website for public access. Any stakeholder who would like a physical copy can call the school's main office to arrange to receive a physical copy. The plan is available in English and in Spanish. If a stakeholder needs translation in a language other than Spanish they can contact the school's main office for assistance.

All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. Staff feedback was solicited during online staff meetings. Public parent meetings are held via the Zoom platform and a telephone call-in number is also provided. Meetings are advertised in the school newsletter and telephone robo-call. All stakeholders are

provided the opportunity to provide written recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. Comments can be written in the platform chat function. For stakeholders who cannot access the chat function, time is allotted for any verbal comment. The school assigns a bilingual staff member to serve as recorder and will type the comments verbatim in the language they were presented in.

A summary of the feedback provided by specific stakeholder groups.

Principal to add feedback

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

Principal to add

Goals and Actions

Goal 1

Goal #	Description
1	Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 2. Implementation of State Standards, 3. Parent Involvement, and 4. Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments ELA (SBAC)	(2018-2019) ELA Level 3: 38.18% ELA Level 4: 27.27%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	ELA Level 3: 40% ELA Level 4: 35%
Performance on statewide CAASPP Assessments MATH (SBAC)	(2018-2019) Math Level 3: 12.73% Math Level 4: 2.73%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Math Level 3: 30% Math Level 4: 15%
Performance on statewide CAASPP Assessments Science (CST/CMA/CAPA)	(2018-2019) Science Level 3: 17.14% Science Level 4: 3.81%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	Science Level 3: 30% Science Level 4: 15%

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

Actions

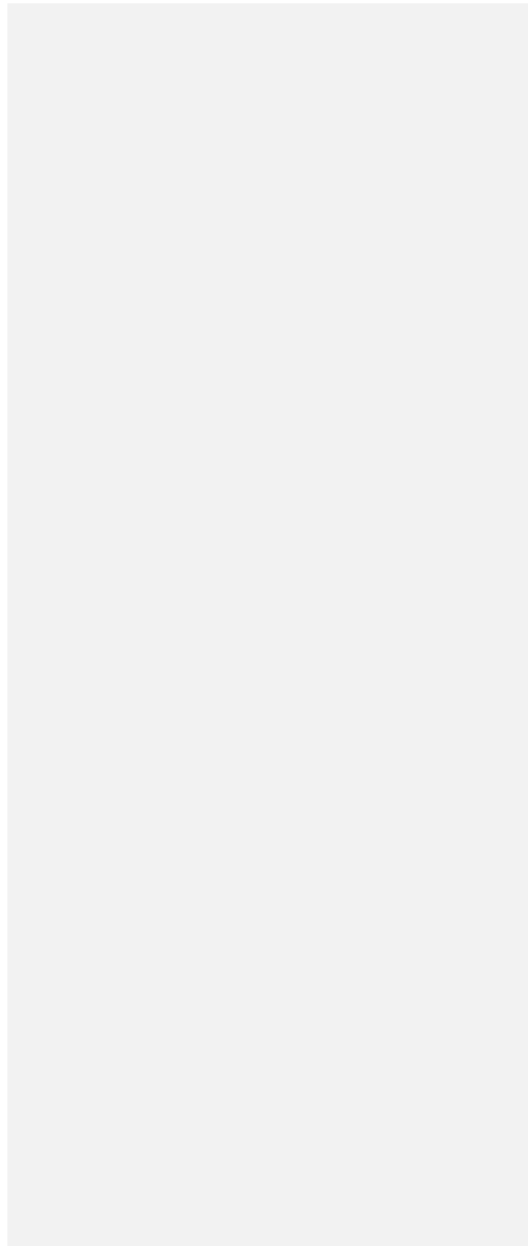
Action #	Title	Description	Total Funds	Contributing
1	(Implementation of State Standards Action) Provide necessary standards-aligned curriculum	<p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. Review/Revise pacing plans</p> <p>Provide CPM licenses and training for students and teachers</p> <p>Provide StemScopes materials and training for all Science teachers</p> <p>Provide verified data source assessment to help determine which students need support</p> <p>College counselors support students in completing A-G courses prior to graduation and preparation for post-secondary plans.</p>	<ol style="list-style-type: none"> 1. Teacher stipends 2. Buyback days 1175 - \$16,240 3000 - \$4,060 3. College Counselors salary and benefits 1300 - \$132,991 3000 - \$33,248 	[Y/N]
2	(Parent Involvement) Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home including specialized sessions for EIs.	<p>AP Salary and benefits 1300 - \$280,840 3000 - \$70,210</p>	

Commented [EB2]: @Lawrence Boone please add a description of what your HS counselors do here.

Action #	Title	Description	Total Funds	Contributing
3	(Pupil Achievement) Provide elective courses	<p>The Assistant Principal will hold various informational sessions throughout the school year to teach parents how to help their scholars at home. Specialized sessions for Els.</p> <p>The assistant principal will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>The school will provide a variety of election choices that include Art, Computer Science, Spanish, PE, Yearbook and Leadership to support our literacy and provide student choice.</p>	<p>1. Art, Music, teacher salary and benefits listed here. 1110 - \$155,867 3000 - \$38,967</p> <p>2. AP Salary and benefits 1300 - \$280,840 (Repeated) 3000 - \$70,210 (Repeated)</p>	

Action #	Title	Description	Total Funds	Contributing
5	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Title II Staff tuition reimbursement. CNCA reimburses teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>[CAMPUS] partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>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)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education</p>	<p>Title I Title II Title III Title IV</p> <p>Federal Funding sources: Teacher allocation for TI - % teacher time for ELA 1110 - \$170,193 3000 - \$42,548 TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$20,000 5852 - %563 TIII – Bilingual TA 2111 - \$24,281 3000 - \$6,070 TIV – Science materials 4111 - \$14,700</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum.</p>		



Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

This is a new goal for the LCAP cycle

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

Goal 2

Goal #	Description
2	All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to address state priorities 1. Basic, 7. Course Access, and 8. Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	(2019-2020) 88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
# of students with standards-aligned materials	(2019-2020) 100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(1. Basic) Ensure adequate school facility operations	<p>Ensure the school's classrooms and offices have adequate supplies and equipment</p> <p>Purchase Video Surveillance System</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system, and ensure an adequate facility location.</p> <p>Contract external custodial "night crew" in addition to our staff custodians to ensure a clean and healthy facility.</p> <p>[CAMPUS] is located in an area with high crime rates. We utilize campus security guards to assist with school neighborhood safety of students and property.</p>	<p>Capital Improvements Vendor Repairs 5631 - \$35,000</p> <p>HVAC Maintenance 5599 - \$6,984</p> <p>Custodial (internal/contracted) 2200 - \$54,288 3000 - \$13,572</p> <p>Campus Security Guards Non-Capitalized equipment 4411 - \$61,898</p> <p>25% of rent 5611 - \$133,301</p> <p>Office supplies 4351 - \$18,000</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	(7. Course Access) Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<p>Science teachers, PE Teachers, <u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training.</p> <p>The Principal and API will use CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>School leadership works with PNEDG Human Resources and the Talent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Utilize CNCA Org-Wide aligned data-analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions.</p> <p>[CAMPUS] has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u></p>	<p>1. PE, Science teacher salary and benefits listed here. 1110 - \$73,588 3000 - \$18,397</p> <p>2. PNEDG cost 5881 - \$924,524</p> <p>3. Books</p> <p>4. Software</p> <p>5. Consultants</p> <p>6. SOM salary and benefits 2400 - \$65,368 3000 - \$16,342</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
		<p>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)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p> <p><u>Consultants</u> Hire a part time instructional coach/consultant to provide additional instructional coaching and support to Els, Foster Youth</p> <p>Hire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.</p>		
3	<i>(8. Other pupil outcomes) Pupil outcomes (must address if available, outcomes for courses listed in course access above)</i>	<i>Optional</i>	<i>[\$ 0.00]</i>	<i>[Y/N]</i>

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	(2019-2020) 93.60%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	95%
Chronic Absenteeism Rate	(2019-2020) 21.79%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	10%
Suspension Rate	(2019-2020) 3.00%	{Insert outcome here}	{Insert outcome here}	{Insert outcome here}	1%
Expulsion Rate	(2019-2020) 0%				0%
Local Measure: % favorable response to student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	(2019-2020) 60%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: % favorable response to parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	(2019-2020) 56%				70%
High School Dropout Rate	(2019-2020) 4.72%				2%
High School Graduation Rate	(2019-2020) 95.28%				98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	5.Pupil Engagement Leverage school staff across departments to foster positive pupil engagement	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees</p> <p>Host quarterly student success team meetings for students with less than proficient attendance</p>	<p>FSC salary and benefits 2900 - \$57,462 3000 - \$14,366</p> <p>Registrars salary and benefits 2400 - \$40,194 3000 - \$10,049</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$68,382 3000 - \$17,096</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	6.School Climate Provide student-facing supports across the school community to improve school climate	Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled. Ensure students safety and appropriate supervision by campus aides Use campus aides to support and reinforce school culture Partner with outside agencies to provide extracurricular opportunities	Campus aides salary and benefits 2900 - \$43,643 3000 - \$10,911 ASES	[Y/N]

Goal Analysis [LCAP Year]

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

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

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

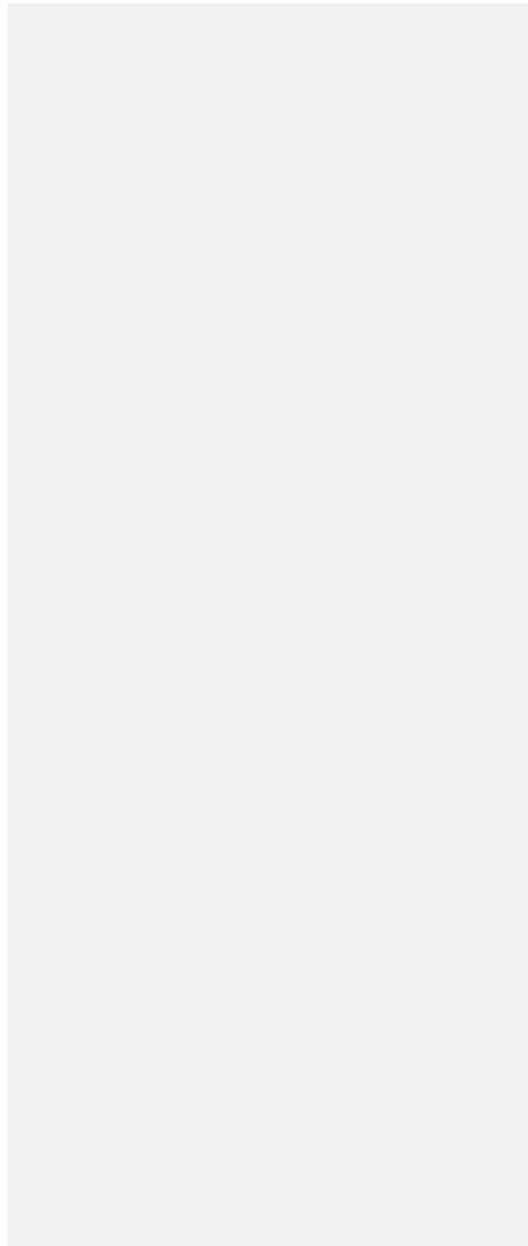
An explanation of how effective the specific actions were in making progress toward the goal.

This is a new goal for the LCAP cycle.

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

This is a new goal for the LCAP cycle.

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



Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services - from Tammy	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students – from Tammy
34.21%	\$1,660,288

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

: Indicate how progress is being measured using a metric.

ne: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. e the school year to which the data applies, consistent with the instructions above.

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

Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above.

Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, tent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the l Update for that year.

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

Cover Sheet

2021-2022 Consolidated Budget

Section: VI. Finance
Item: A. 2021-2022 Consolidated Budget
Purpose: FYI
Submitted by: Sonia Oliva
Related Material: 21-22 CNCA Consolidated Budget Summary - 05.27.21.pdf

BACKGROUND:

EXED to provide overview of consolidated budget FY 21-22

RECOMMENDATION:

Information

Camino Nuevo Charter Academy
 Consolidated Budget Summary
 Prepared by ExED. For use by ExED and ExED clients only. © 2021 ExED

	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	697	516	463	264	265	780	728	637	594	451	508	-	-	3,153	3,117
ADA	551.09	560.50	670.18	662.15	459.07	439.85	260.12	251.75	719.19	691.60	606.12	564.30	426.95	482.60	-	-	2,973.53	2,961.15
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	3,452,502	3,856,871	4,097,727	4,427,685	2,919,810	3,060,544	1,539,941	1,633,279	4,459,751	4,693,822	3,686,190	3,750,426	4,187,420	5,044,024	-	-	19,883,589	21,772,828
8012 Education Protection Account	1,076,368	1,059,320	1,312,997	1,255,284	892,741	827,684	505,848	473,728	1,398,590	1,301,413	1,185,349	1,067,852	85,390	96,520	-	-	5,058,693	4,780,388
8019 Local Control Funding Formula - Prior Year	66,665	-	83,195	-	56,978	-	32,289	-	89,267	-	75,259	-	50,304	-	-	-	364,690	-
8096 In Lieu of Property Taxes	1,568,143	1,594,920	1,907,017	1,884,168	1,306,297	1,251,606	740,179	716,362	2,046,477	1,967,969	1,724,733	1,605,733	1,214,899	1,373,253	-	-	8,461,269	8,426,041
8098 In Lieu of Property Taxes, Prior Year	(66,665)	-	(83,195)	-	(56,978)	-	(32,289)	-	(89,267)	-	(75,259)	-	(50,304)	-	-	-	(364,690)	-
Total 8011-8098 - Local Control Funding Formula Sources	6,097,013	6,511,111	7,317,741	7,567,136	5,118,849	5,139,834	2,785,969	2,823,369	7,904,817	7,963,203	6,596,272	6,424,010	5,487,709	6,513,796	-	-	33,403,551	34,979,257
8100-8299 - Federal Revenue																		
8181 Special Education - Federal (IDEA)	112,268	114,185	136,529	134,893	93,522	89,606	52,992	51,287	146,513	140,893	123,479	114,959	86,978	98,315	-	-	605,768	603,245
8221 Child Nutrition - Federal	243,674	570,561	86,919	519,410	141,689	421,646	2,188	151,112	143,877	572,758	75,761	379,586	50,751	224,523	-	-	600,983	2,266,837
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	-	-	137,200	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	1,652,087	1,090,066	1,619,631	963,757	1,245,155	795,353	620,147	352,423	1,865,301	1,147,777	1,443,046	764,381	1,130,449	550,782	-	-	7,710,513	4,516,763
8300-8599 - Other State Revenue																		
8520 Child Nutrition - State	19,484	47,612	6,850	42,917	11,211	35,270	159	12,247	11,370	47,517	6,198	31,649	4,192	17,435	-	-	48,095	187,129
8550 Mandate Block Grant	9,252	9,484	11,301	11,534	7,741	7,901	4,386	4,477	12,127	12,377	10,221	10,431	20,011	20,425	-	-	62,911	64,252
8561 State Lottery - Non Prop 20	82,664	84,075	100,527	99,323	68,861	65,978	39,018	37,763	107,879	103,740	90,918	84,645	64,043	72,390	-	-	446,030	444,173
8562 State Lottery - Prop 20	27,003	27,465	32,839	32,445	22,494	21,553	12,746	12,336	35,240	33,888	29,700	27,651	20,921	23,647	-	-	145,703	145,096
8560 Lottery Revenue	109,667	111,540	133,366	131,768	91,355	87,530	51,764	50,098	143,119	137,628	120,618	112,296	84,963	96,037	-	-	591,732	589,269
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	669,302	641,831	404,583	363,778	330,967	308,260	212,089	189,969	543,056	498,228	246,574	207,548	475,802	433,824	-	-	2,339,317	2,145,209
8600-8799 - Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	18,000	15,000	12,000	10,000	10,000	12,000	6,000	5,000	16,000	17,000	12,000	10,000	10,000	14,000	-	-	68,000	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	37,375	-	47,875	2,500	41,350	-	25,000	-	-	-	152,195	112,500
8694 In Kind Donations	-	-	-	-	15,000	-	-	-	15,000	-	-	-	92,732	-	-	-	107,732	-
8695 Contributions & Events	3,019	-	3,023	-	3,016	-	1,002	-	4,018	-	21	-	109	-	-	-	10,189	-
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	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	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	14,179	-	121,875	-	17,482	-	9,907	-	27,389	-	16,524	-	16,724	-	-	-	196,691	-
8699 All Other Local Revenue	2,692	-	6,062	-	2,023	-	393	-	2,416	-	6,039	-	6,766	-	-	-	23,974	-
8792 Transfers of Apportionments - Special Education	347,462	353,395	422,548	417,486	289,444	277,325	164,006	158,728	453,449	436,054	382,159	355,791	269,192	304,279	-	-	1,874,811	1,867,005
Total 8600-8799 - Other Income-Local	414,292	391,835	602,754	542,262	362,241	306,601	233,458	178,504	595,699	485,106	472,869	380,567	269,192	335,020	-	-	2,522,876	2,134,789
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	24,109	-	31,591	-	29,161	-	10,137	-	39,298	-	19,976	-	15,220	-	-	-	130,194	-
Total Prior Year Adjustments	24,109	-	31,591	-	29,161	-	10,137	-	39,298	-	19,976	-	15,220	-	-	-	130,194	-
TOTAL INCOME	8,856,803	8,634,844	9,976,300	9,436,932	7,086,372	6,550,049	3,861,799	3,544,266	10,948,172	10,094,314	8,778,736	7,776,506	7,546,441	7,833,422	-	-	46,106,451	43,776,019
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	1,660,937	1,856,591	1,988,011	2,214,257	1,254,934	1,432,667	715,928	818,996	1,970,862	2,251,663	1,987,525	2,245,975	1,554,998	1,974,863	-	-	9,162,332	10,543,349
1120 Teachers' Hourly	-	-	20,726	42,000	-	-	-	-	-	-	-	-	-	-	-	-	20,726	42,000
1170 Teachers' Salaries - Substitute	35,806	53,723	71,200	61,050	43,166	82,510	33,260	24,050	76,425	106,560	50,629	64,750	37,509	51,870	-	-	271,569	337,953
1175 Teachers' Salaries - Stipend/Extra Duty	97,815	105,410	66,943	99,870	76,996	110,450	32,870	28,540	109,866	138,990	99,004	80,120	106,508	103,255	-	-	480,136	527,645
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	57,768	69,273	70,568	81,571	48,147	50,956	27,394	30,292	75,541	81,249	67,266	67,462	44,934	62,228	-	-	316,077	361,782
1299 Certificated Pupil Support - Other	74,391	110,963	143,292	204,657	59,596	81,624	34,227	48,523	93,823	130,146	78,538	107,846	57,864	99,678	-	-	447,909	653,291
1300 Certificated Supervisors' & Administrators' Salaries	426,190	440,819	410,569	440,180	389,033	397,787	257,416	275,675	646,449	673,462	413,785	428,001	536,238	581,920	-	-	2,433,230	2,564,382
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	2,352,906	2,636,778	2,771,308	3,143,585	1,871,873	2,155,994	1,101,095	1,226,075	2,972,967	3,382,070	2,696,746	2,994,154	2,338,052	2,873,814	-	-	13,131,980	15,030,401
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	283,224	334,221	305,947	314,618	185,502	210,581	36,660	65,768	222,162	276,348	325,730	361,305	90,895	156,918	-	-	1,227,958	1,443,409
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	1,085	-	-	-	-	-	1,085	-
2131 Classified Teacher Salaries	55,671	33,023	4,000	-	30,939	37,000	2,200	27,750	33,139	64,750	1,875	18,500	-	-	-	-	94,684	116,273
2200 Classified Support Salaries	105,951	113,209	105,339	142,574	82,777	102,671	51,337	55,785	134,114	158,456	60,098	108,776	74,352	80,127	-	-	479,855	603,142
2300 Classified Supervisors' & Administrators' Salaries	-	-	1,000	-	1,000	-	-	-	1,000	-	1,000	-	-	-	-	-	3,000	-
2400 Classified Office Staff Salaries	163,763	211,705	163,201	178,385	169,240	205,625	116,059	142,096	285,299	347,721	185,119	194,110	174,694	218,365	-	-	972,076	1,150,286
2900 Other Classified Salaries	159,579	202,264	192,777	221,242	141,214	201,473	80,297	116,296	221,511	317,769	227,699	184,914	141,907	178,050	-	-	943,474	1,104,240
Total 2000 - Classified Salaries	768,188	894,422	772,264	856,819	610,672	757,350	286,554	407,695	897,226	1,165,044	802,607	867,605	481,847	633,459	-	-	3,722,133	4,417,350
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	374,303	446,143	446,793	531,895	293,855	364,794	175,842	207,452	469,697	572,246	434,772	506,611	379,750	486,249	-	-	2,105,315	2,543,144
3212 PERS - Public Employee Retirement System	166,189	204,912	157,945	196,297	133,190	173,509	57,481	93,403	190,671	266,912	165,477	198,768	100,325	145,125	-	-	780,607	1,012,015
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	49,323	55,454	47,965	53,123	40,147	46,956	18,143	25,277	58,290	72,233	49,300	53,792	29,892	39,274	-	-	234,771	273,876
3331 MED - Medicare	45,010	51,202	50,936	58,006	35,761	42,243	19,812	23,690	55,573	65,933	50,295	55,996	40,716	50,855	-	-	242,530	281,992
3401 H&W - Health & Welfare	272,284	309,293	294,710	340,802	240,573	286,948	81,675	92,709	322,248	379,657	257,554	340,683	227,697	301,267	-	-	1,374,492	1,671,702
3501 SUI - State Unemployment Insurance	1,551	43,434	1,755	49,205	1,231	35,834	684	20,095	1,915	55,930	1,704	47,500	1,409	43,139	-	-	8,335	239,207
3601 Workers' Compensation Insurance	37,219	43,794	36,135	42,425	22,138	27,019	15,126	18,521	37,264	45,540	39,560	45,404	30,334	39,238	-	-	180,513	216,401
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	(6,800)	-	(4,853)	-	(2,285)	-	(3,296)	-	(5,581)	-	(6,795)	-	(7,577)	-	-	-	(31,605)	-
Total 3000 - Employee Benefits	939,079	1,154,232	1,031,388	1,271,753	764,611	977,304	365,466	481,146	1,130,077	1,458,450	991,868	1,248,753	802,546	1,105,149	-	-	4,894,958	6,238,337
4000 - Supplies																		
4111 Core Curricula Materials	95,207	24,800	23,719	108,300	1,071	16,571	6,292	12,107	7,363	28,678	9,732	27,755	17,425	31,900	-	-	153,446	221,433
4211 Books & Other Reference Materials	10,185	1,000	10,732	7,000	12,825	3,325	1,754	375	14,578	3,700	4,356	4,000	6,598	13,000	-	-	46,449	28,700
4311 Student Materials	142,814	48,800	115,298	58,001	109,217	53,247	60,357	28,985	169,574	82,231	99,035	62,674	82,757	51,420	-	-	609,478	303,126
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	18,000	-	-	87,900	101,400
4371 Custodial Supplies	77,303	13,720	95,315	12,000	92,306	21,600	37,389	12,000	129,695	33,600	76,746	18,000	74,448	22,800	-	-	453,507	100,120
4391 Food (Non Nutrition Program)	2,400	11,150	460	8,600	3,600	14,000	960	9,000	4,560	23,000	400	12,567	510	11,250	-	-	8,329	66,567
4392 Uniforms	1,500	9,800	2,000	5,000	1,500	8,445	-	3,975	1,500	12,420	2,000	4,000	2,000	15,620	-	-	9,000	46,840
4393 PE & Sports Equipment	900	4,000	5,000	5,000	1,000	7,000	4,918	4,000	5,918	11,000	6,783	6,000	2,500	2,500	-	-	21,101	28,500
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	33,270	12,190	42,500	17,091	39,566	11,389	26,327	8,545	65,893	19,934	32,147	18,282	48,500	30,024	-	-	222,309	97,521

	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	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	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	38,070	37,140	49,960	35,691	45,666	40,834	32,205	25,520	77,871	66,354	41,329	40,849	53,510	59,394	-	-	260,740	239,428
4411 Non Capitalized Equipment	235,926	16,309	283,596	12,409	268,924	18,288	82,883	9,156	351,806	27,444	284,491	15,648	193,788	61,898	-	-	1,349,608	133,708
4711 Nutrition Program Food & Supplies	242,065	598,524	90,064	530,244	158,884	458,753	3,352	175,343	162,236	634,096	85,952	439,997	62,232	236,661	-	-	642,549	2,439,522
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	855,069	758,893	683,084	781,645	708,092	631,817	236,232	275,486	944,324	907,303	617,241	624,522	503,958	495,073	-	-	3,603,676	3,567,436
5000 - Operating Services																		
5211 Travel & Conferences	16,000	12,000	4,000	60,250	1,100	8,000	1,597	1,597	2,697	9,597	-	5,000	3,590	20,620	-	-	26,287	107,467
5311 Dues & Memberships	9,600	9,205	11,420	11,310	6,947	6,417	3,270	3,150	10,217	9,567	8,500	8,090	13,640	16,500	-	-	53,377	54,672
5451 General Insurance	-	-	-	-	3,784	-	22,826	25,277	26,611	25,277	-	-	3,998	3,904	-	-	30,609	29,181
5511 Utilities	102,225	144,523	81,349	104,466	113,800	142,541	39,156	49,505	152,956	192,046	110,880	127,924	118,020	120,870	-	-	565,429	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	3,207	5,090	-	-	36,634	50,530
5531 Housekeeping Services	60,588	86,550	46,110	72,000	49,116	106,000	-	-	49,116	106,000	63,894	114,300	50,011	66,723	-	-	269,719	445,573
5599 Other Facility Operations & Utilities	45,556	41,237	44,993	44,993	61,875	61,875	22,057	21,685	83,932	83,560	69,955	69,955	56,681	55,841	-	-	301,116	295,586
5611 School Rent - Private Facility	525,576	575,176	-	-	-	-	218,928	218,928	218,928	218,928	-	-	532,946	533,202	-	-	1,277,450	1,327,306
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	15,393	8,011	12,638	14,638	-	-	5,658	6,908	5,658	6,908	-	1,000	21,158	35,866	-	-	54,847	66,423
5621 Equipment Lease	46,114	44,009	22,671	26,459	32,414	38,071	15,062	19,641	47,476	57,712	22,118	30,205	47,317	54,412	-	-	185,697	212,798
5631 Vendor Repairs	48,000	43,000	40,000	30,000	44,000	44,000	25,000	25,000	69,000	69,000	25,000	40,000	50,000	35,000	-	-	232,000	217,000
5812 Field Trips & Pupil Transportation	-	16,800	-	32,000	-	21,345	-	17,400	-	38,745	-	12,000	8,000	48,300	-	-	8,000	147,845
5821 Legal	-	-	-	-	6,887	-	-	-	6,887	-	39,350	15,000	-	-	-	-	46,237	15,000
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	21,000	5,000	5,000	5,000	-	-	46,000	30,000
5841 Contracted Substitute Teachers	1,875	-	73,226	-	26,283	-	700	-	26,983	-	7,825	-	3,300	1,800	-	-	113,209	1,800
5842 Special Education Services	297,221	330,000	562,675	459,250	193,029	209,000	96,806	104,500	289,836	313,500	166,882	197,500	159,796	185,300	-	-	1,476,409	1,485,550
5843 Non Public School	2,956	-	75,185	-	-	-	-	-	-	-	15,547	2,980	-	-	-	-	93,688	78,165
5844 After School Services	187,912	177,559	190,559	177,559	177,559	177,559	-	-	177,559	177,559	53,172	53,172	34,569	-	-	643,771	585,849	
5849 Other Student Instructional Services	113,460	59,280	172,218	-	93,326	-	52,909	-	146,234	-	177,575	8,840	111,786	-	-	721,272	68,120	
5852 Professional Development	47,514	18,813	37,060	18,375	45,334	19,675	38,252	19,413	83,586	39,088	62,578	28,250	48,859	3,963	-	-	279,597	108,488
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	6,558	6,558	2,000	2,000	-	-	24,758	24,758
5859 All Other Consultants & Services	63,060	23,041	45,815	13,946	70,970	36,375	28,312	7,608	99,282	43,983	64,899	33,803	41,197	31,129	-	-	314,253	145,904
5861 Non Instructional Software	95,007	55,664	102,687	61,741	84,621	49,322	51,398	32,363	136,019	81,685	106,857	67,275	77,337	46,751	-	-	517,907	313,116
5865 Fundraising Cost	-	-	646	-	-	-	-	-	-	-	-	-	92,732	-	-	-	93,378	-
5871 District Oversight Fees	60,970	65,111	73,177	75,671	51,188	51,398	27,860	28,234	79,048	79,632	65,963	64,240	54,877	65,138	-	-	334,036	349,793
5872 Special Education Fees (SELPA)	91,946	93,516	111,816	110,476	76,593	73,386	43,399	42,003	119,993	115,389	101,127	94,150	71,234	80,519	-	-	496,116	494,050
5881 Intra-Agency Fees	974,924	996,559	1,091,357	1,079,964	774,703	750,433	429,998	416,784	1,204,701	1,167,217	981,354	910,032	843,587	924,524	-	-	5,095,924	5,078,297
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	12,945	13,305	-	-	67,252	67,562
5911 Office Phone	20,616	20,616	9,492	9,492	13,764	13,764	8,520	7,966	22,284	21,730	9,528	9,528	20,100	16,716	-	-	82,020	78,082
5913 Mobile Phone	1,200	792	2,400	1,512	4,020	4,020	1,512	1,512	5,532	5,532	3,600	3,600	960	840	-	-	13,692	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	1,216	800	3,577	1,250	3,500	3,500	1,209	500	4,709	4,000	2,000	2,000	5,000	5,000	-	-	16,501	13,050
5999 Other Communications	67,983	-	80,795	-	60,764	-	33,461	-	94,225	-	79,691	-	57,689	-	-	-	380,382	-
Total 5000 - Operating Services	2,964,706	2,900,641	2,940,927	2,525,890	2,033,716	1,855,178	1,201,162	1,083,665	3,234,878	2,938,843	2,296,201	1,941,061	2,572,461	2,399,239	-	-	14,009,173	12,705,674
6000 - Capital Outlay																		
6901 Depreciation Expense	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
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	8,009,227	8,478,686	9,027,983	9,403,475	6,060,928	6,446,139	3,258,381	3,544,035	9,319,309	9,990,174	7,490,062	7,764,300	6,808,622	7,613,873	-	-	40,655,204	43,250,509
NET INCOME	847,576	156,157	948,316	33,457	1,025,444	103,910	603,419	230	1,628,863	104,140	1,288,674	12,206	737,819	219,549	-	-	5,451,247	525,510

	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	
	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0	-1	0
	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	2,227,459	1,117,681	971,644	1,370,760	1,227,768	1,547,603	1,802,564	2,918,363	3,030,333	1,291,459	1,172,258	1,190,599	668,193	442,732	21,442	9,407,973	8,091,327
Cash Flow from Operating Activities																		
Net Income	847,576	156,157	948,316	33,457	1,025,444	103,910	603,419	230	1,628,863	104,140	1,288,674	12,206	737,819	219,549	-	-	5,451,247	525,510
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	979,888	1,979,895	1,027,255	2,106,104	631,844	1,578,042	478,632	796,606	1,110,475	2,374,648	933,762	1,894,225	507,473	1,839,838	-	-	4,558,853	10,194,709
Current Year Accounts Receivable	(1,979,895)	(2,433,210)	(2,106,104)	(2,275,514)	(1,578,042)	(1,586,226)	(796,606)	(956,690)	(2,374,648)	(2,542,916)	(1,894,225)	(1,817,435)	(1,839,838)	(2,646,691)	-	-	(10,194,709)	(11,715,766)
Change in Due from	(876)	-	(27,740)	-	(793)	-	(2,155)	-	(2,947)	-	-	-	-	-	115	-	(31,449)	-
Change in Accounts Payable	224,729	(18,904)	339,609	(21,873)	92,700	(16,743)	100,044	(7,439)	192,744	(24,182)	(6,292)	(18,908)	125,085	(15,499)	(2,134)	(2,027)	873,741	(101,393)
Change in Due to	(232,119)	(818)	(308,629)	(1,141)	(204,353)	(742)	(102,699)	(486)	(307,052)	(1,227)	(266,344)	(1,036)	(9,299)	(730)	(405,210)	-	(1,528,653)	(4,952)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(25,706)	-	(25,038)	-	(42,389)	-	(7,199)	-	(49,588)	-	(20,947)	-	(34,486)	-	13,251	-	(142,514)	-
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	129,278	133,720	610,769	613,199	71,965	68,496	67,872	69,967	139,837	138,464	85,399	88,205	109,757	107,140	-	-	1,075,039	1,080,727
Cash Flow from Investing Activities																		
Capital Expenditures	(151,065)	(1,540)	(206,753)	(11,000)	(135,898)	-	(83,633)	(1,500)	(219,530)	(1,500)	(235,187)	-	(114,193)	-	-	-	(926,729)	(14,040)
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	2,227,459	1,939,959	971,644	980,711	1,227,768	1,320,447	1,802,564	1,658,169	3,030,333	2,978,616	1,172,258	1,302,732	668,193	72,781	21,442	4,415	8,091,327	7,279,213

Cover Sheet

Expanded Learning Opportunity Grant

Section: VII. Academic Update
Item: A. Expanded Learning Opportunity Grant
Purpose: Vote
Submitted by: Rachel Hazlehurst
Related Material: CNCA ELO Plan.pdf
CNCA No.2 ELO Plan.pdf
CNCA No.3 ELO Plan.pdf
CNCA No.4 ELO Plan.pdf
CNHS No.2 ELO Plan.pdf

BACKGROUND:

We are requesting Board approval of Expanded Learning Opportunity Grant Plans for Camino Nuevo Charter Academy, Camino Nuevo Charter Academy #2, Camino Nuevo Elementary School #3, and Camino Nuevo High School #2. This funding will be used to support in-person reopening of schools as well as the implementation of a learning recovery program.

RECOMMENDATION:

Approve

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy	Charles Miller, Principal	Charles.miller@caminonuevo.org (213) 413-4245

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Families: We held a Site Based Council meeting, which 85 families attended. The Principal provided an overview of proposed goals, plans, etc. After presenting each part, families had about 10 minutes to provide written or verbal input while we recorded notes for each comment.

Teachers and staff: We presented an overview of proposed goals, plan, etc. at a professional development session and allowed about 10 minutes for staff to provide any written or verbal input on the plan.

A description of how students will be identified and the needs of students will be assessed.

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are

or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. At the 3-8 level, we are administering the SBAC and CAST assessments in the spring of 2021 and intend to use the data as one source that helps us identify needs. In addition, in the 2021-2022 school year we will administer the iReady diagnostic for mathematics and the CAASPP Interim Assessments for ELA and mathematics to identify students and their needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

A description of the LEA's plan to provide supplemental instruction and support.

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention

program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher
- Before and/or after school supplemental intervention courses offered to students on an opt-in basis, which target students' specific key levers based on assessment data (language, literacy, and/or core content pre-requisites to access grade-level standards). These courses will implement a blended learning approach, including small-group instruction and students' use of online independent learning software.

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit intervention at these intervals should their academic assessment data demonstrate sufficient improvement.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Intervention teaching staff (paraprofessionals) for before and/or after-school intervention classes • Intervention Coordinator to manage supplemental intervention program 	\$194,875.00	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Full-time intervention teacher to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom 	\$227,151.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER/LCFF budget 	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$422,026.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds

will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC Section 43522[h]*).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy #2	Mallory Baquero, Principal	Mallory.baquero@caminonuevo.org (213) 736-5542

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Principal collected feedback from families at a Site Based Council meeting and a Cafecito (Coffee with the Leadership Team). Teachers and staff contributed stakeholder feedback at two different Friday professional development sessions, within the context of a reflection and planning series to transition to the new school year.

A description of how students will be identified and the needs of students will be assessed.

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. At the 3-8 level, we are administering the SBAC and CAST assessments in the spring of 2021 and intend to use the data as one source that helps us identify needs. In addition, in the 2021-2022 school year we will administer the iReady diagnostic for mathematics and the CAASPP Interim Assessments for ELA and mathematics to identify students and their needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

A description of the LEA's plan to provide supplemental instruction and support.

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in

universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher
- Before and/or after school supplemental intervention courses offered to students on an opt-in basis, which target students' specific key levers based on assessment data (language, literacy, and/or core content pre-requisites to access grade-level standards). These courses will implement a blended learning approach, including small-group instruction and students' use of online independent learning software.

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit intervention at these intervals should their academic assessment data demonstrate sufficient improvement.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Intervention Coordinator to manage supplemental intervention program 		[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Full-time credentialed intervention teachers to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom 		[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER/LCFF budget 	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$517,858.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds

will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC Section 43522[h]*).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Elementary #3	Jay Laughlin, Principal	jay.laughlin@caminonuevo.org (323) 730-7160

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Camino Nuevo Elementary #3 held a Site Based Council meeting on May 17. The Principal provided an overview of proposed goals, plans, and funding. After presenting each part, SBC members had about 10 minutes to provide input/feedback which was recorded.

For staff, the school leadership team presented an overview of proposed goals, plan, and funding during professional development. The team then used a consultancy protocol with small groups using guiding questions connected to the proposals for 21-22 school year.

A description of how students will be identified and the needs of students will be assessed.

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are

or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. At the 3-8 level, we are administering the SBAC and CAST assessments in the spring of 2021 and intend to use the data as one source that helps us identify needs. In addition, in the 2021-2022 school year we will administer the iReady diagnostic for mathematics and the CAASPP Interim Assessments for ELA and mathematics to identify students and their needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

A description of the LEA's plan to provide supplemental instruction and support.

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention

program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher
- Before and/or after school supplemental intervention courses offered to students on an opt-in basis, which target students' specific key levers based on assessment data (language, literacy, and/or core content pre-requisites to access grade-level standards). These courses will implement a blended learning approach, including small-group instruction and students' use of online independent learning software.

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit intervention at these intervals should their academic assessment data demonstrate sufficient improvement.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Intervention teaching staff (paraprofessionals) for before and/or after-school intervention classes • Intervention Coordinator to manage supplemental intervention program 	\$176,175.00	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Full-time credentialed intervention teachers to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom 	\$374,378.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER/LCFF budget 	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$550,553.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds

will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy #4	Melissa Mendoza, Principal	Melissa.mendoza@caminonuevo.org 213-353-5300

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

CNCA #4 held an English Learner Advisory Committee (ELAC) meeting, which 16 parents attended. Then they held a Site Based Council meeting and 22 parents attended. Finally, the held a Coffee with the Principal meeting where 71 parents attended. In all three meetings, the Principal provided an overview of proposed goals, plans, etc. After presenting each part, families had about 15 minutes to provide written or verbal input while we recorded notes for each comment.

For teachers and staff, the school leadership team presented an overview of proposed goals, plan, etc. at a professional development session and allowed about 15 minutes for staff questions and discussion and then collected all staff provided written feedback and input about the plan via a google form.

A description of how students will be identified and the needs of students will be assessed.

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. At the 3-8 level, we are administering the SBAC and CAST assessments in the spring of 2021 and intend to use the data as one source that helps us identify needs. In addition, in the 2021-2022 school year we will administer the iReady diagnostic for mathematics and the CAASPP Interim Assessments for ELA and mathematics to identify students and their needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

A description of the LEA's plan to provide supplemental instruction and support.

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher
- Before and/or after school supplemental intervention courses offered to students on an opt-in basis, which target students' specific key levers based on assessment data (language, literacy, and/or core content pre-requisites to access grade-level standards). These courses will implement a blended learning approach, including small-group instruction and students' use of online independent learning software.

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit intervention at these intervals should their academic assessment data demonstrate sufficient improvement.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Before and/or after-school intervention classes, taught by current teaching staff • Intervention Coordinator to manage supplemental intervention program 	94,362.50	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Full-time credentialed intervention teacher to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom 	377,789.50	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER/LCFF budget 	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$472,152.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

For parents, we had a Site Based Council meeting and invited all parents and staff. Parents were given time to give verbal feedback after a summary of the Plan.

Three meetings were held with faculty and staff, one after PD and two paid meeting opportunities after school. Faculty and Staff were given a summary of the plan and allowed to give verbal feedback. We also emailed faculty and staff the plan and asked for written feedback just in case they couldn't make any of the meetings.

A description of how students will be identified and the needs of students will be assessed.

Camino Nuevo Charter Academy has a comprehensive academic assessment system, which we will use in order to prioritize students for intervention supports. We have assessed students throughout the 2020-2021 school year and will do so throughout the 2021-2022 and 2022-2023 school years in order to ensure we are responsive to students' changing needs. The majority of our students either are or were previously identified as English Language Learners. As such, we understand that information about students' language and literacy needs, in addition to data in the core content areas, to be central to compiling a complete academic profile of our students.

Language

In addition to the overall and subtest scores from the ELPAC, we collect formative assessment data on students' language development. Through the use of the Rosetta Stone Foundations and Rosetta Stone English platforms, we are able to identify students in need of additional English language development support, as well as the specific forms and functions of language to target. We also collect language data through curriculum-based formative assessments that accompany our designated ELD curriculum, Systematic ELD.

Literacy

In the primary grades (TK-2), we collect literacy data using foundational skills screeners, reading inventory assessments and the platform SmartyAnts. This allows us to identify students who are not yet mastering phonics and phonemic awareness skills, as well as those not reading on grade level. As described with our language assessments, these also help us to understand the specific literacy needs of students and plan for targeted instruction accordingly.

In the intermediate and upper grades (3-12), we collect Lexile levels through the administration of the LevelSet by Metametrics. This helps us to identify students who are reading significantly below grade level and therefore need additional screening for foundational literacy skill gaps, using the assessments described above.

Common Core and NGSS Standards

To ensure that our supplemental instruction and support is targeting students' grade-level needs and not exacerbating academic gaps by relegating them to remedial instruction, we also use standards-aligned data sources to identify students and their needs. We are administering the iReady diagnostic for mathematics and ELA both at the end of the 20-21 school year and again throughout the 21-22 school year. In addition, CNHS #2 implements standards-based grading to ensure that course grades a true reflection of students' standards mastery. As such, course grades are used to determine students' intervention and acceleration needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We will inform parents and guardians of opportunities for supplemental instruction and support through multiple channels, including: family bulletins sent via ParentSquare, virtual and/or in-person meetings with school leaders such as Coffee with the Leadership Team, and individualized written invitations for targeted students. All family communication is bilingual, to allow access for both English and Spanish speakers.

A description of the LEA's plan to provide supplemental instruction and support.

We will use ELO funds to build our response to intervention team, including part-time and full-time intervention teachers, paraprofessionals to support teachers with small-group instruction, and an Intervention Coordinator to manage the intervention program. The Intervention Coordinator will work in collaboration with the school leadership team to ensure that supplemental interventions are provided in the context of a tiered framework. We will continue to ensure all educators are developed and coached in universal support strategies embedded in a culturally responsive, engaging curriculum (Tier 1), and that we have a systematic, data-based process for identifying students in need of intensive supports (Tier 3). ELO funds will be allocated toward supplemental instruction and support (Tier 2), which consists of:

- Data-based, small-group instruction embedded into the school day, using instructional materials to target students' specific needs such as the iReady Teacher Toolkit for students performing below an Algebra I level in mathematics
- An intervention period that is built into students' instructional week and is taught by a credentialed teacher

Student groupings for all of the above will be re-evaluated approximately every 6-8 weeks to ensure that students' need to continue in an intervention context is supported by recent academic achievement data. Students will have an opportunity to exit small-group intervention at these intervals should their academic assessment data demonstrate sufficient improvement. Students will be able to exit other intervention courses on a quarterly basis.

Additionally, we will use ELO funds to cover a portion of our 2021-2022 summer program, which will be run by Think Together. The Think Together tutors will provide a supervised, supportive space for students to engage in remote coursework for credit recovery. The courses will be taught by CNHS #2 teachers in a distance learning format.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> • Intervention Coordinator to manage supplemental intervention program, including summer school 	\$89,494.00	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Full-time intervention teacher to provide accelerated learning support classes during the school day • Teaching assistants to support accelerated learning by providing small-group and individualized instruction in the classroom 	\$242,955.00	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports <ul style="list-style-type: none"> • Think Together Summer Program (Summer 2021) 	\$50,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER/LCFF budget 	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> • N/A -- All costs allocated to ESSER 	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$382,449.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As indicated above, many of the ELO priorities are being funded through ESSER. For example, while the staff who lead intervention will be funded out of ELO, the actual instructional materials and assessments will be funded with ESSER. In addition, the ESSER funds

will allow us to keep the above staff through the 23-24 school year (i.e., we will use ELO funds on intervention and TA staff salaries until the grant fund is exhausted and then use ESSER funds to continue the program).

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC Section 43522[h]*).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

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.

LCAP Expenditure Detail.xlsx