



# Camino Nuevo Charter Academy

## CNCA Regular Board Meeting

Published on October 15, 2021 at 3:40 PM PDT

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### Date and Time

Tuesday October 19, 2021 at 4:00 PM PDT

### Location

Topic: CNCA Regular Board Meeting 10/19/21

Time: Oct 19, 2021 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://caminonuevo-org.zoom.us/j/95053981536?pwd=TWpOclMNE5pTTBSRFFBbGxiS04rUT09>

Meeting ID: 950 5398 1536

Passcode: FTV898

One tap mobile

+16699009128,,95053981536#,,,,\*364832# US (San Jose)

+12532158782,,95053981536#,,,,\*364832# US (Tacoma)

Dial by your location

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+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 950 5398 1536

Passcode: 364832

Find your local number: <https://caminonuevo-org.zoom.us/u/acngeCZcu>

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

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[ZOOM Link](#)

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Esperanza Bacilio in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or [esperanza.bacilio@pueblonuevo.org](mailto:esperanza.bacilio@pueblonuevo.org) Speakers are limited to no more than 2 minutes each. Speakers may also sign up in person the day of the meeting.

**Agenda**

|   | Purpose            | Presenter            | Time           |
|---|--------------------|----------------------|----------------|
| <b>I. Opening Items</b>   |                    |                      | <b>4:00 PM</b> |
| <b>A. Record Attendance</b>   |                    | David<br>Gidlow      | 2 m            |
| <b>B. Call the Meeting to Order</b>   |                    | Cindy<br>Smet        | 2 m            |
| <b>C. Approve Minutes</b>   | Approve<br>Minutes | David<br>Gidlow      | 3 m            |
| Approve minutes for CNCA Regular Board Meeting on September 14, 2021  |                    |                      |                |
| <b>II. Public Comment</b>   |                    |                      | <b>4:07 PM</b> |
| <b>A. 2-Minute Limit per Speaker</b>  | FYI                |                      | 10 m           |
| <b>III. Continuing Remote BOD Meetings</b>  |                    |                      | <b>4:17 PM</b> |
| <b>A. Continuing Remote BOD Meetings</b>  | Vote               | Cindy<br>Smet        | 5 m            |
| California's Ralph M. Brown Act has been amended to allow fully virtual board meetings during a state of emergency after the Governor signed Assembly Bill 361 into law on September 16, 2021 with some provisions. Since the guidance from local authorities regarding the safety precautions for COVID-19 is dynamic, the CNCA board must evaluate the need to meet virtually on a regular basis. At each meeting, the CNCA board will: |                    |                      |                |
| <ol style="list-style-type: none"> <li>1. Reconsider the circumstances of the state of emergency and</li> <li>2. Determine if the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.</li> </ol>   |                    |                      |                |
| <b>IV. Academic Update</b>  |                    |                      | <b>4:22 PM</b> |
| VP of Curriculum and Instruction will provide an update on the Independent Study Program as well as Student Data.   |                    |                      |                |
| <b>A. iReady Diagnostic Data &amp; Education Advisory Group Recommendations</b>   | FYI                | Rachel<br>Hazlehurst | 35 m           |
| CNCA will provide an overview of students' beginning-of-year iReady Diagnostic Data for Reading and Math. We will also share updates from the Education Advisory Group discussion on academic intervention.   |                    |                      |                |

|  | Purpose | Presenter       | Time           |
|--|---------|-----------------|----------------|
| <b>V. CEO Report</b>   |         |                 | <b>4:57 PM</b> |
| A. Employee Vaccination Policy Update  | FYI     | Adriana Abich   | 5 m            |
| B. State of CA Vaccination Mandate   | FYI     |                 | 5 m            |
| C. CNES 3 LAUSD Oversight Report SY 2020-21  | FYI     |                 | 5 m            |
| <b>VI. Consent Agenda</b>  |         |                 | <b>5:12 PM</b> |
| A. MOU between CNCA and CNTA Regarding Teacher Evaluations (Margaret Domingo)  | Vote    | Cindy Smet      | 5 m            |
| <p>CNCA and CNTA both recognize the impact on teachers and administrators of returning to in person instruction during a pandemic. In response to this, CNCA and CNTA have created this MOU to modify the process for the Teacher Evaluation process for the 2021-2022 school year only.</p> |         |                 |                |
| B. Designate R.Hazlehurst as the ECEC Program Director (Esperanza Bacilio)   |         |                 |                |
| <p>Rachel Hazlehurst will serve as interim Program Director for the ECEC until a new Program Director is hired. The board must approve Rachel Hazlehurst as the Program Director so that the CDMIS directory can be updated. Adriana Abich will continue as the Executive Director.</p>      |         |                 |                |
| C. Change in ECEC's operating hours  |         |                 |                |
| <b>VII. ESSER III Update</b>   |         |                 | <b>5:17 PM</b> |
| A. ESSER III Plan and Budget Adoption  | Vote    | Chantavia Moore | 38 m           |
| <p>Finalized expenditure plans for ESSER III funds. Recommended Approval.</p>  |         |                 |                |
| <b>VIII. Closing Items</b>   |         |                 | <b>5:55 PM</b> |
| A. Adjourn Meeting   | Vote    | Cindy Smet      | 5 m            |

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for CNCA Regular Board Meeting on September 14, 2021



# Camino Nuevo Charter Academy

## Minutes

### CNCA Regular Board Meeting

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#### **Date and Time**

Tuesday September 14, 2021 at 4:00 PM

#### **Location**

Topic: CNCA Regular Board Meeting

Time: Sep 14, 2021 04:00 PM Pacific Time (US and Canada)

#### Join Zoom Meeting

[https://caminonuevo-org.zoom.us/j/99512199701?  
pwd=MTJtYnVsSUlyK1U1VFpFOEtseHFGZz09](https://caminonuevo-org.zoom.us/j/99512199701?pwd=MTJtYnVsSUlyK1U1VFpFOEtseHFGZz09)

Meeting ID: 995 1219 9701

Passcode: AM1b0Y

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+1 301 715 8592 US (Washington DC)

Meeting ID: 995 1219 9701

Passcode: 492154

Find your local number: <https://caminonuevo-org.zoom.us/j/99512199701>

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**Directors Present**

C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), L. Jennings (remote)

**Directors Absent**

A. Jimenez Villareal, J. Ortega, T. Powers

**Directors who arrived after the meeting opened**

D. Gidlow

**Directors who left before the meeting adjourned**

L. Jennings

**Guests Present**

A. Abich (remote), R. Rodriguez (remote)

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**I. Opening Items**

**A. Record Attendance**

D. Gidlow arrived at 4:20 PM.

L. Jennings left at 6:00 PM.

**B. Call the Meeting to Order**

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Sep 14, 2021 at 4:02 PM.

**C. Approve Minutes**

C. Smet made a motion to approve the minutes from CNCA Regular Board Meeting on 08-10-21.

L. Jennings seconded the motion.

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

**Roll Call**

G. Flores           Aye

C. Smet             Aye

A. Jimenez Villareal Absent

C. Garcia Alvarado Abstain

L. Jennings       Aye

T. Powers           Absent

**Roll Call**

|           |        |
|-----------|--------|
| J. Ortega | Absent |
| E. Lopez  | Aye    |
| D. Gidlow | Absent |

**D. Approve Minutes**

G. Flores made a motion to approve the minutes from CNCA Special Board Meeting on 07-21-21.

E. Lopez seconded the motion.

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

**Roll Call**

|                      |         |
|----------------------|---------|
| C. Garcia Alvarado   | Abstain |
| G. Flores            | Aye     |
| L. Jennings          | Abstain |
| D. Gidlow            | Absent  |
| C. Smet              | Aye     |
| A. Jimenez Villareal | Absent  |
| T. Powers            | Absent  |
| J. Ortega            | Absent  |
| E. Lopez             | Aye     |

**II. Public Comment**

**A. 2-Minute Limit per Speaker**

The following educators addressed the board meeting:

- Laura Wall of the Kayne-Siart campus
- Courtney Cotton of the Kayne-Siart campus
- Harah Milki of the Kayne-Siart campus

**III. Consent Agenda**

**A. Independent Study Policy**

L. Jennings made a motion to approve all items contained in the consent agenda.

C. Garcia Alvarado seconded the motion.

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

**Roll Call**

|                      |        |
|----------------------|--------|
| C. Garcia Alvarado   | Aye    |
| J. Ortega            | Absent |
| E. Lopez             | Aye    |
| C. Smet              | Aye    |
| T. Powers            | Absent |
| L. Jennings          | Aye    |
| A. Jimenez Villareal | Absent |
| D. Gidlow            | Absent |
| G. Flores            | Aye    |

**B. Regular Board Meeting Dates**

Adriana Abich, CEO of CNCA, updated the board on the schedule for regular board meetings for the 2021-2022 academic year. A meeting on October 19, 2021, has been added to the schedule.

**C. ECE BUR Lease**

**D. CNCA Employee Handbook- Revision- Included Indigenous Peoples Day**

**E. Board Approved Policy: Lactation Accommodation**

**F. MOU between CNCA and CNTA Regarding School Reopening**

**G. MOU between CNCA and CNTA regarding Dual Language Program roll out and one time reimbursement for impacted teachers**

**H. Time & Effort Reporting Policy & Procedures**

**IV. COVID Testing Funding Contracts**

**A. COVID Testing Funding Contracts**

G. Flores made a motion to approve the COVID testing funding contracts.

E. Lopez seconded the motion.

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

**Roll Call**

|                      |        |
|----------------------|--------|
| T. Powers            | Absent |
| L. Jennings          | Aye    |
| D. Gidlow            | Aye    |
| E. Lopez             | Aye    |
| A. Jimenez Villareal | Absent |
| C. Smet              | Aye    |
| J. Ortega            | Absent |
| C. Garcia Alvarado   | Aye    |
| G. Flores            | Aye    |

**V. Academic Update**

**A. Academic Update: Organizational Priorities & Independent Studies Update**

Rachel Hazlehurst, Vice President of Curriculum and Instruction, presented the academic update, focusing on the independent study program and student data.

**B. Approve Organization Wide Goals**

D. Gidlow made a motion to approve the organization wide goals.

L. Jennings seconded the motion.

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

**Roll Call**

|                      |        |
|----------------------|--------|
| E. Lopez             | Aye    |
| L. Jennings          | Aye    |
| J. Ortega            | Absent |
| C. Smet              | Aye    |
| C. Garcia Alvarado   | Aye    |
| D. Gidlow            | Aye    |
| A. Jimenez Villareal | Absent |
| T. Powers            | Absent |
| G. Flores            | Aye    |

**VI. CEO Update**

**A. COVID Mandatory Vaccination Policy for all CNCA Employees**

C. Garcia Alvarado made a motion to approve the mandatory COVID vaccination policy for all CNCA employees.

E. Lopez seconded the motion.



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

**Roll Call**

|                      |        |
|----------------------|--------|
| C. Garcia Alvarado   | Aye    |
| L. Jennings          | Aye    |
| J. Ortega            | Absent |
| D. Gidlow            | Aye    |
| A. Jimenez Villareal | Absent |
| G. Flores            | Aye    |
| T. Powers            | Absent |
| C. Smet              | Aye    |
| E. Lopez             | Aye    |

**B. Enrollment**

Adriana Abich, CEO of CNCA, presented an update on enrollment for the current academic year.

**VII. Financial Update**

**A. June 2021 Financials**

Sonia Oliva of ExEd presented the June 2021 financial reports.

**B. 2020-21 SACS Unaudited Actuals Report (CNCA#1, CNCA#2, CNCA#3, CNCA#4, CNHS#1, CNHS#2)**

G. Flores made a motion to approve the unaudited 2020-2021 SACS reports.

D. Gidlow seconded the motion.

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

**Roll Call**

|                      |        |
|----------------------|--------|
| C. Garcia Alvarado   | Aye    |
| E. Lopez             | Absent |
| J. Ortega            | Absent |
| C. Smet              | Aye    |
| D. Gidlow            | Aye    |
| L. Jennings          | Aye    |
| A. Jimenez Villareal | Absent |
| T. Powers            | Absent |
| G. Flores            | Aye    |

**C. 2021-22 Budget Update**

Sonia Oliva of ExEd presented an update to the 2021-2022 budget.

**VIII. Public Hearing : ESSER III Spending Plan**

**A. ESSER III Spending Plan Draft**

Chantavia Moore, Vice President of Strategy and Operations, presented the ESSER III spending plan draft.

**IX. Closed Session**

**A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION G.C. 54957(b)(1)**

The board moved into closed session at 6:10PM, and returned to open session at 6:49PM.

No action was taken.

## X. CEO Compensation

### A. CEO Compensation

C. Smet made a motion to approve a new CEO compensation package as follows:

1) The CEO will receive a 5% salary increase, raising salary to \$203,490.00 2) The CEO will receive a one-time bonus of \$25,000.00 for additional work done on behalf of CNCA outside of her normal job responsibilities. 3) The CEO's employment contract will be extended by 2 years, now terminating on 6/30/2024.

C. Garcia Alvarado seconded the motion.

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

#### Roll Call

|                      |        |
|----------------------|--------|
| L. Jennings          | Absent |
| G. Flores            | Aye    |
| D. Gidlow            | Aye    |
| A. Jimenez Villareal | Absent |
| C. Smet              | Aye    |
| C. Garcia Alvarado   | Aye    |
| J. Ortega            | Absent |
| T. Powers            | Absent |
| E. Lopez             | Aye    |

## XI. Closing Items

### A. Adjourn Meeting

C. Smet made a motion to adjourn the board meeting.

G. Flores seconded the motion.

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

#### Roll Call

|                      |        |
|----------------------|--------|
| L. Jennings          | Absent |
| D. Gidlow            | Aye    |
| T. Powers            | Absent |
| C. Smet              | Aye    |
| E. Lopez             | Aye    |
| A. Jimenez Villareal | Absent |
| C. Garcia Alvarado   | Aye    |
| G. Flores            | Aye    |
| J. Ortega            | Absent |

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:05 PM.

Respectfully Submitted,

D. Gidlow

## Cover Sheet

### iReady Diagnostic Data & Education Advisory Group Recommendations

**Section:** IV. Academic Update  
**Item:** A. iReady Diagnostic Data & Education Advisory Group  
Recommendations  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Academic Update October 2021.pdf

# Academic Update October 2021

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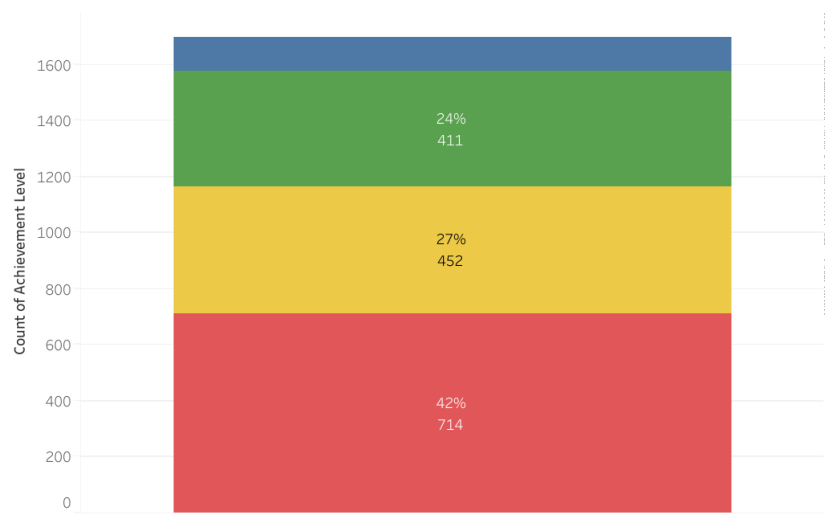


# 20-21 Summative Data

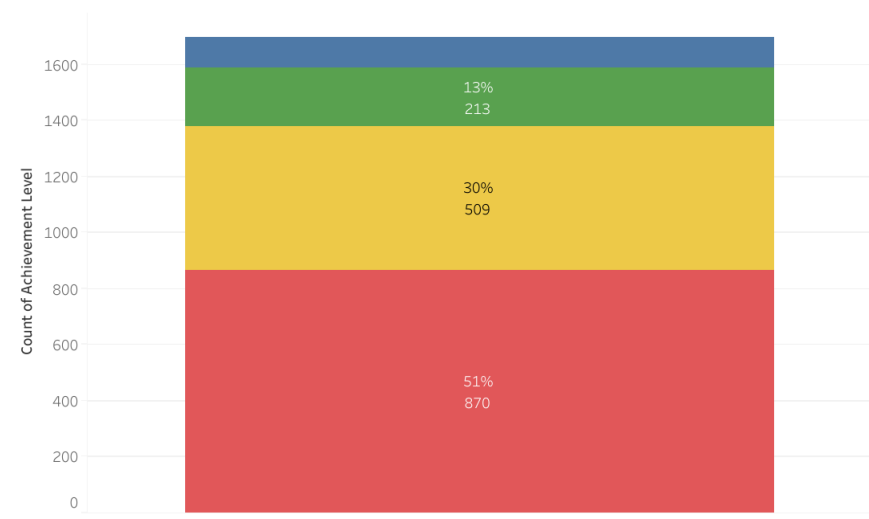
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2020-2021 *tentative* SBAC Results  
(as of 7.28.2021)

ELA



Math



Grade  
All

ELA Status  
All

Achievement Level  
■ Exceeded  
■ Met  
■ Nearly Met  
■ Not Met

Our goal of a 10% point increase in ELA and a 13% point increase in math will mean a return to 2018-2019 performance levels.

# ENGLISH LANGUAGE ARTS – iREADY (DAL)

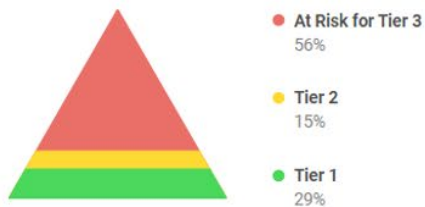
Green: On or Above Grade Level

Yellow: One Grade Level Below

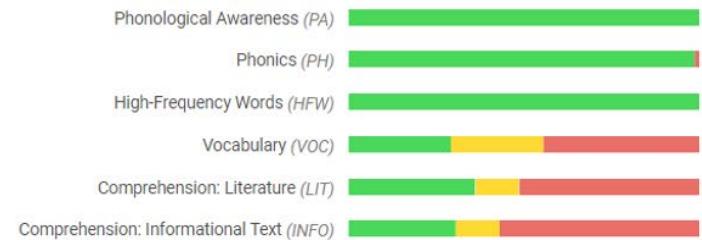
Red: Two or More Grade Levels Below

Students Assessed/Total: 72/100

Overall Placement



Placement By Domain



# Math iReady (DAL)

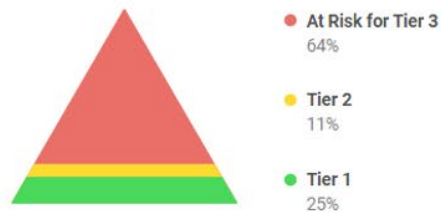
Green: On or Above Grade Level

Yellow: One Grade Level Below

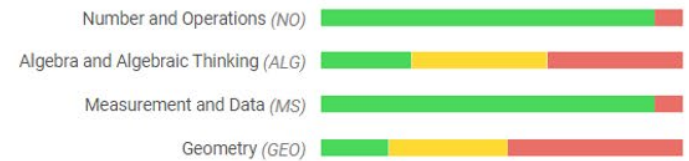
Red: Two or More Grade Levels Below

Students Assessed/Total: 64/100

## Overall Placement



## Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placement](#)



# 21-22 Diagnostic Data

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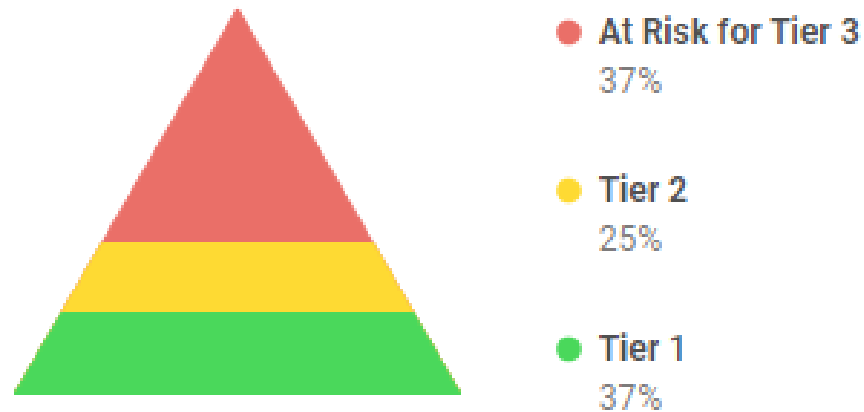
CNCA'S VERIFIED DATA SOURCE: I-READY

# BOY iReady Diagnostic: English Reading

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Students Assessed/Total: **2,679/3,071**

## Overall Placement



# BOY iReady Diagnostic: English Reading by School

Camino Nuevo Charter Academy #2-KAYNE  
SIART



Camino Nuevo Charter Academy #4-Cisneros



Camino Nuevo Charter Academy-Burlington



Camino Nuevo Elementary School #3-  
Castellanos



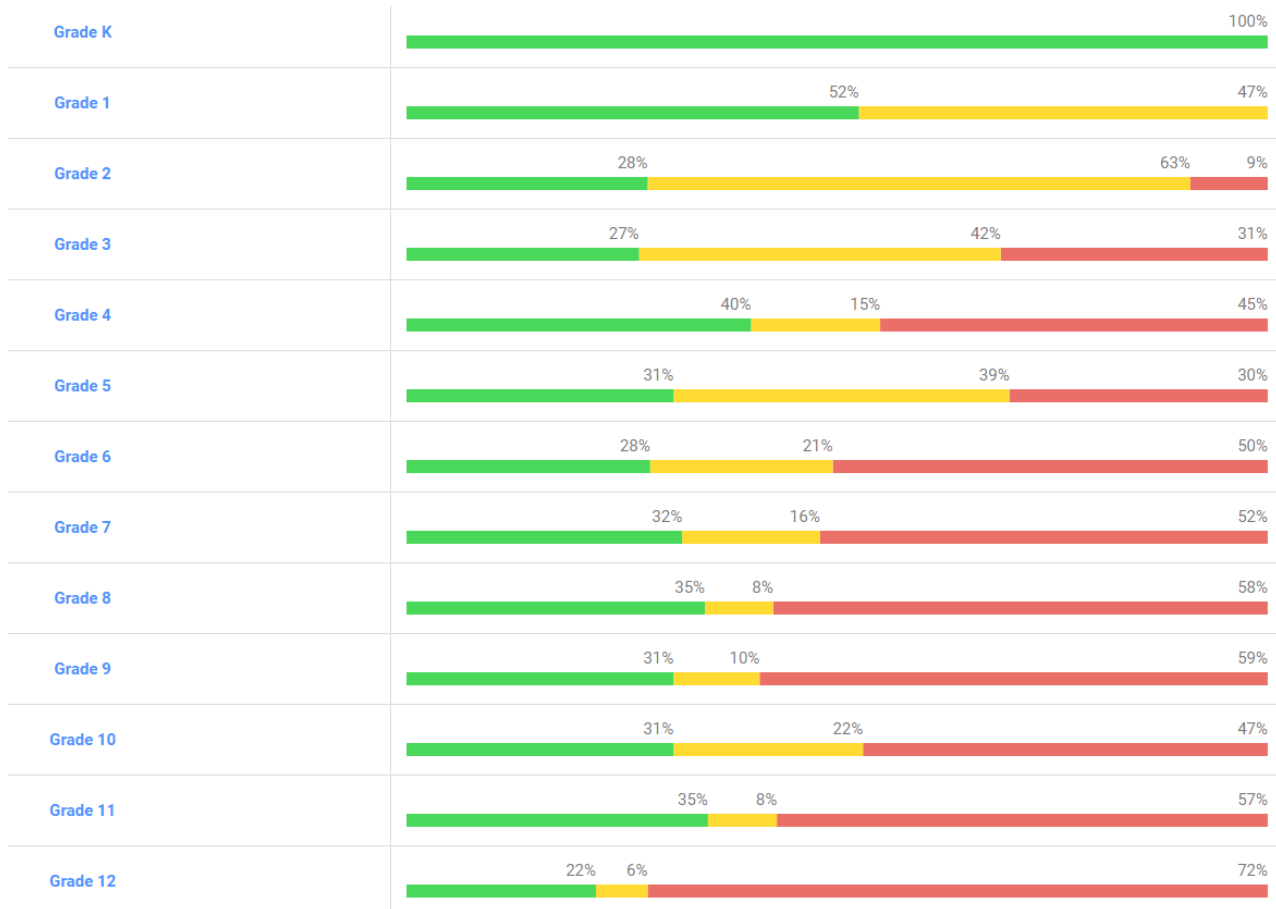
Camino Nuevo High #2-Dalzell Lance



Camino Nuevo Jane B. Eisner MS



# BOY iReady Diagnostic: English Reading by Grade

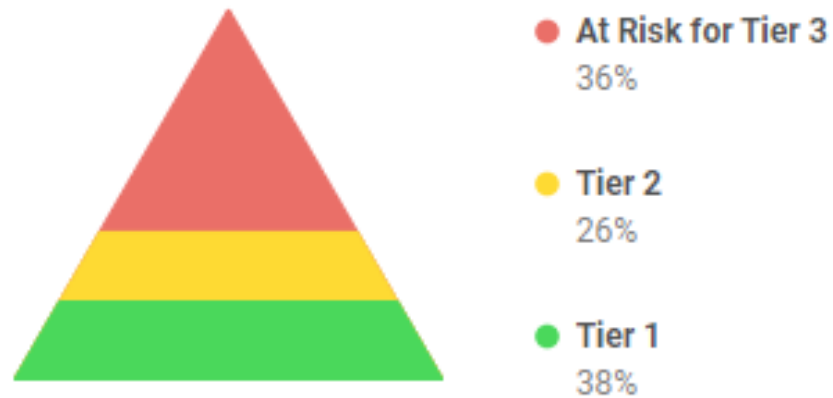


# BOY iReady Diagnostic: Math

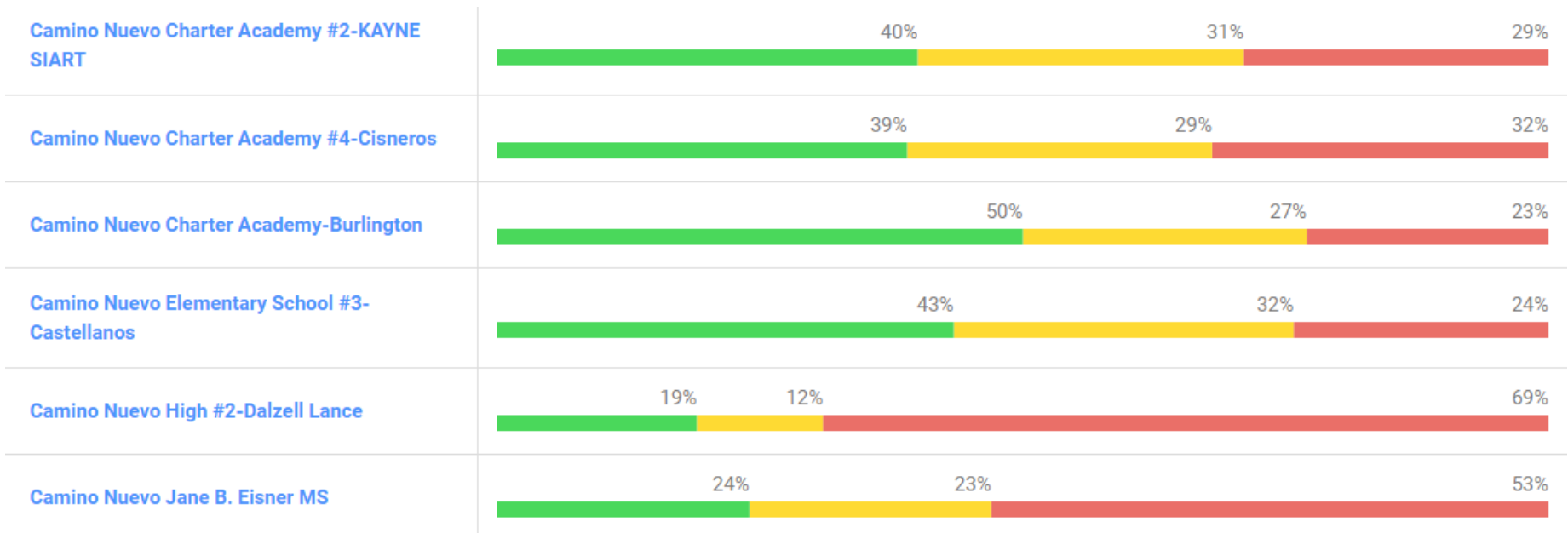
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Students Assessed/Total: **2,779/3,071**

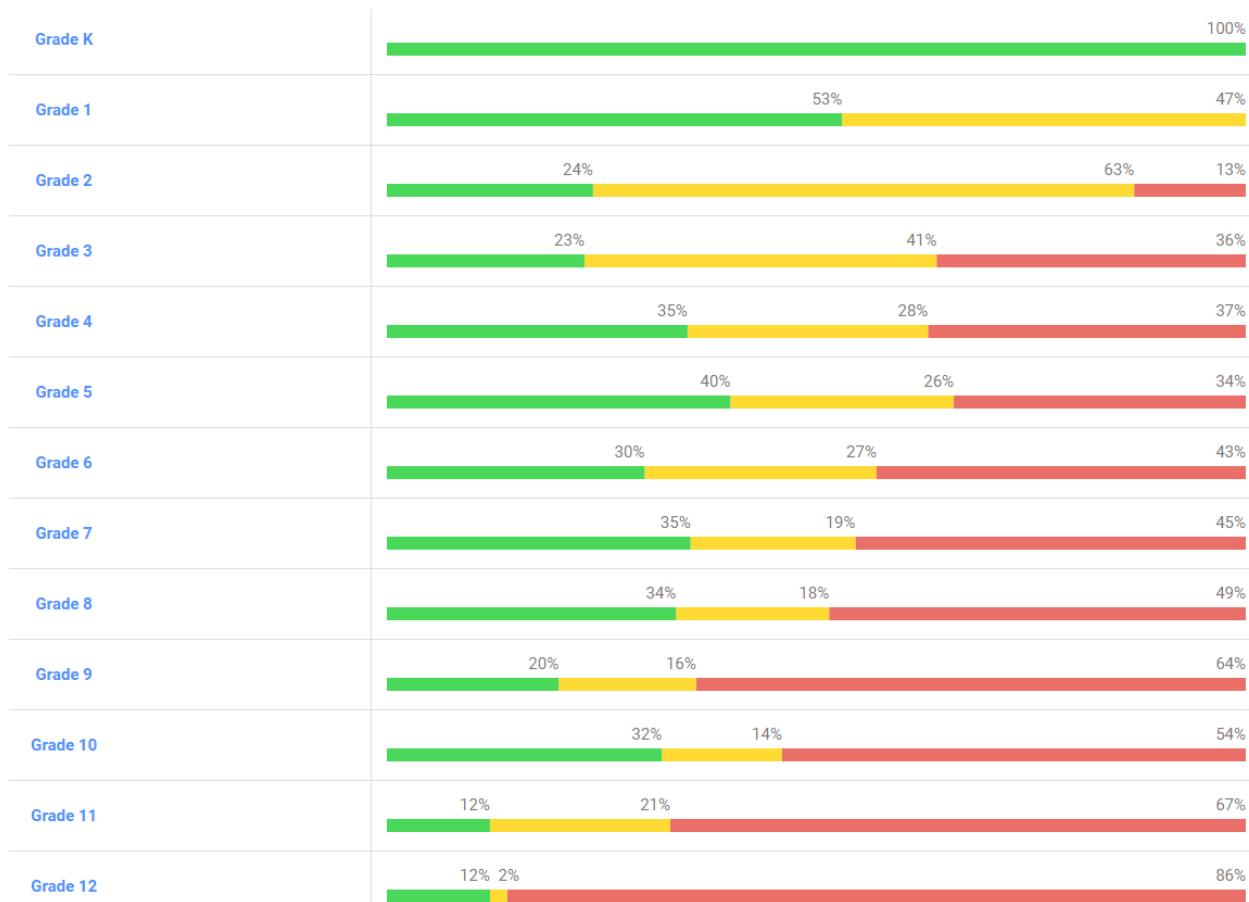
## Overall Placement



# BOY iReady Diagnostic: Math by School



# BOY iReady Diagnostic: Math by Grade



# Data Response

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ACADEMIC STRATEGY





# Data-Driven Decisions: Multi-Tiered Systems of Support

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California's MTSS focuses on aligning initiatives and resources to address the needs of all students.



It is an integrated, comprehensive framework that:

Aligns academic, behavioral, and social-emotional learning in a fully integrated system of support

Create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.



Align and streamline current processes

Tier 1 Intervention

Student Centered Coaching

COST

SST

# MTSS Includes Tier 1: High Quality Instruction for All

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## Key Features

- New highly rated curriculum for ELA/SLA in K-8: ARC Core
- Continued implementation of aligned curricula in math: Bridges (K-5) and CPM (6-12)
- Continued implementation of aligned curriculum in science (4-12): STEMScopes
- Continued roll-out of our dual language program (TK-8)
- Focus on teachers' alignment to standards
- Focus on student talk
- Focus on access for all students (UDL)

# Tier 2 Intervention

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# Multiple Approaches

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- High Dosage Tutoring
  - 1-3 students at a time, at least 3 times a week
  - Research-based
  - Mix of teachers (classroom embedded) and paraprofessionals
- Small group instruction with the teacher or intervention teacher
  - Usually more like 5-6 students at a time
  - Classroom embedded
- Intervention block in the school day
  - “Elective” period (6-12)
  - Blended learning model with iReady

# Education Advisory Group Updates

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- Education Advisory Group met on September 20<sup>th</sup>
- Reviewed iReady Diagnostic Data & discussed possible intervention approaches
- Next step:
  - VP of Instruction & Content Team work with school leadership teams to identify target groups for specific interventions based on intersection of multiple data points
  - For example, a group of students who are 1-2 years behind, with strong attendance data and minimal socio-emotional needs are good candidates for an intervention class
  - Whereas a group of students who are 3+ years behind and have less consistent school engagement data are good candidates for high-dosage tutoring

# Next time

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For the November Board Meeting, we will have:

- Academic intervention updates
- Q1 Benchmark Data
  - Including science for grades 6-12



# Cover Sheet

## Employee Vaccination Policy Update

**Section:** V. CEO Report  
**Item:** A. Employee Vaccination Policy Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CEO Update.10.19.21.pdf



# CEO Update

**20 años** | Camino Nuevo Charter Academy



October 2021



# Employee Vaccination Policy Update

# Board approved policy approved 9/14/21

- All employees will be required to receive the COVID-19 vaccination by November 15<sup>th</sup>.
- 2 exemption options were provided – medical and religious.

# Implementation Progress to date –

|     |                              |     |
|-----|------------------------------|-----|
| ECE | 5/9 Vaccinated               | 55% |
| BUR | 51/82 Vaccinated             | 62% |
| KAY | 48/86 Vaccinated             | 56% |
| CAS | 63/64- 1 EE pending 1 dose   | 98% |
| EIS | 34/38 Vaccinated             | 89% |
| CIS | 88/90- 1 exemption and 1 WFH | 97% |
| DAL | 40/54 Vaccinated             | 74% |

\*12 employees filed exemptions – exemption window closed 10/8/21.

# Forthcoming Student Vaccination Policy

## CA State Student Vaccination Requirements (Not Approved):

- Governor Gavin Newsom is directing the California Department of Public Health to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380.
- COVID-19 vaccine requirements will apply to all “pupil[s] of any private or public elementary or secondary school[s].” (HSC section 120335(b)).
- COVID-19 vaccine requirements will be phased-in by grade span, grades K-6 and 7-12. This will also promote smoother implementation.
- This mandate will be a condition of in-person attendance. (HSC section 120335(f)). A student who is not vaccinated may remain enrolled in independent study, but may not attend in-person instruction.
- Requirements established by regulation, not legislation, must be subject to exemptions “for both medical reasons and personal beliefs.”

## **CA State Student Vaccination Timeline (Not Approved):**

- The regulations will take effect at the start of the following term, meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement.
- Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to grades 7-12 starting on July 1, 2022.
- Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines

# Cover Sheet

## CNES 3 LAUSD Oversight Report SY 2020-21

**Section:** V. CEO Report  
**Item:** C. CNES 3 LAUSD Oversight Report SY 2020-21  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CNCA3 - 2157 Annual PBOV Report 2020-2021 (1).pdf



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*** FOR

### **Camino Nuevo Elementary School 3 - 2157**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|   |  |  |                              |                       |      |
|---|--|--|------------------------------|-----------------------|------|
| <b>Charter School Name:</b>   | Camino Nuevo Elementary School 3   |  |                              | <b>Location Code:</b> | 2157 |
| <b>Current Address:</b>   | <b>City:</b>   | <b>ZIP Code:</b>   | <b>Phone:</b>                | <b>Fax:</b>           |      |
| 1723 W. Cordova St.<br>2755 W 15 <sup>th</sup> Street   | Los Angeles<br>Los Angeles   | 90007<br>90006   | 323-730-7160                 | 323-737-1439          |      |
| <b>Current Term of Charter:</b>   |  | <b>LAUSD Board District:</b>                                   | <b>LAUSD Local District:</b> |                       |      |
| July 1, 2020 to June 30, 2025   |  | 2  | Central                      |                       |      |
| <b>Number of Students Currently Enrolled:</b>   | <b>Enrollment Capacity Per Charter:</b>  | <b>Number Above/Below Enrollment Capacity (day of visit):</b>  |                              | Below by 146          |      |
| 743   | 889  |  |                              |                       |      |
| <b>Grades Currently Served</b>  | <b>Grades To Be Served Per Charter:</b>  | <b>Percent Above/Below Enrollment Capacity (day of visit):</b> |                              | Below by 16.4%        |      |
| TK- 8   | TK-8   |  |                              |                       |      |
| <b>Norm Enrollment Number:</b>  |  | 746  |                              |                       |      |
| <b>Total Number of Staff Members:</b>   | 70   | <b>Certificated:</b>   | 39                           | <b>Classified:</b>    | 31   |
| <b>Charter School's Leadership Team Members:</b>  | Jay Laughlin – Principal, Lindsey Rojas, AP; Diana Peña, AP; Michelle Pyo, AP; Berenice Mendoza, AP; Michelle Pyo APSS; Yesenia Rivas-Hernandez, Family Services Coordinator |  |                              |                       |      |
| <b>Charter School's Contact for Special Education:</b>  | Lindsey Rojas, AP; Michelle Pyo, AP; Darius Fequiere, Director of Special Education  |  |                              |                       |      |
| <b>CSD Assigned Administrator:</b>  | Jose Rodriguez   | <b>CSD Fiscal Services Manager:</b>                            | Paddy Mwembu                 |                       |      |
| <b>Other School/CSD Team Members:</b>   | Rene Cardona, CSD, Robert Spencer, Vice President of Schools; Esperanza Bacilio, Director of Operations; Jamica Brazell, Director of HR; Gina Harris, COP                    |  |                              |                       |      |
| <b>REMOTE Oversight Visit Date(s):</b>  | March 4, 2021  | <b>Fiscal Review Date (if different):</b>                      | N/A                          |                       |      |
| <b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b> | K-5: Yes, PSC<br>6-8: No   | <b>LAUSD Co-Location Campus(es) (if applicable):</b>           | N/A                          |                       |      |
|   |  | <b>Date of Co-Location meeting with Operations Team:</b>       | N/A                          |                       |      |

## SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

|            |   |   |                   |
|------------|---|---|-------------------|
| Governance | Student Achievement and Educational Performance | Organizational Management, Programs, and Operations | Fiscal Operations |
|------------|---|---|-------------------|



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|   |   |   |   |
|---|---|---|---|
| 4 | 1 | 3 | 4 |
|---|---|---|---|



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

| GOVERNANCE  | RATING* |
|---|---------|
| Summary of School Performance   | 4       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</b></p> <p>The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:</p> <ul style="list-style-type: none"> <li>• The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.</li> <li>• The Governing Board bylaws are current and were amended on November 10, 2020</li> <li>• School council(s) are in place as evidenced by the following documentation: <ul style="list-style-type: none"> <li>○ ELAC meeting agenda &amp; minutes (11/17/20 and 2/9/21)</li> <li>○ Agenda items included the following: <ul style="list-style-type: none"> <li>▪ State Requirements for ELAC</li> <li>▪ Functions of ELAC</li> <li>▪ Mandated topics – 1) School attendance, 2) Language census, 3) Single plan for student achievement, 4) Comprehensive needs assessment, 5) EL master Plan</li> <li>▪ ELAC officer elections</li> <li>▪ ELPAC data</li> <li>▪ Supports for EL student success</li> <li>▪ Reclassification Criteria</li> </ul> </li> <li>○ SBC Meeting Agenda, &amp; minutes (10/10/20, and 1/21/21)</li> <li>○ Agenda items included the following: <ul style="list-style-type: none"> <li>▪ SBC election of Officers</li> <li>▪ Title I: Parent Involvement Policy/Home-School Compact/Pledge</li> <li>▪ Uniform Complaint Procedures</li> <li>▪ Retention and Culmination Policy</li> <li>▪ Safety Plan</li> <li>▪ LCAP Development Plan and Progress, and Budget</li> <li>▪ Needs Assessment</li> <li>▪ Student achievement data</li> <li>▪ ELAC Recommendations</li> </ul> </li> </ul> </li> </ul> |         |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

- An evaluation system for school leaders that includes the following criteria:
  - Develops a shared commitment to the CNCA Mission
  - Develops shared vision for realizing CNCA Mission
  - Welcomes families and community members into the school
  - Develops and implements a family engagement plan to develop a true partnership
  - Develops partnerships with families to encourage student achievement and success

**G2: BROWN ACT**

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 12, 2021, and January 29, 2021 (Special))
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

**G3: DUE PROCESS**

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
  - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

Notes:  
None

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

| <p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations</li> <li>Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)</li> </ul>  |  |
|---|--|
| Rubric  | Sources of Evidence  |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b></li> <li><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b></li> <li><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b></li> <li><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b></li> <li><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b></li> <li><input type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

| <p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity</li> <li>Governing Board meetings are held in accordance with the requirements of SB 126</li> </ul> |                     |
|--|---------------------|
| Rubric   | Sources of Evidence |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act | <input checked="" type="checkbox"/> Board meeting agendas ( <b>B1.4</b> )<br><input checked="" type="checkbox"/> Board meeting calendar ( <b>B1.5</b> )<br><input checked="" type="checkbox"/> Brown Act training documentation ( <b>B1.8a</b> )<br><input checked="" type="checkbox"/> Evidence of SB 126 implementation ( <b>B1.8b</b> )<br><input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures ( <b>B1.9</b> )<br><input type="checkbox"/> Observation of Governing Board meeting<br><input type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |
|--------------------|---|---|

**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public | <input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> )<br><input checked="" type="checkbox"/> Parent-Student Handbook(s) ( <b>B1.10</b> )<br><input checked="" type="checkbox"/> Uniform Complaint Procedure documentation ( <b>B1.11</b> )<br><input checked="" type="checkbox"/> Stakeholder complaint procedure(s) ( <b>B1.12</b> )<br><input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process ( <b>B1.13</b> )<br><input type="checkbox"/> Observation of Governing Board meeting<br><input type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements | <input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i><br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5***The Governing Board has a system in place to ensure ongoing:*

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)<br><input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<br><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<br><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b><br><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports<br><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report<br><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division<br><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input checked="" type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other financial information submitted by the school<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement<br><input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement<br><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)<br><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**

N/A



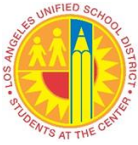
LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

| STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE   | RATING*        |
|---|----------------|
| Summary of School Performance   | 1              |
| California Department of Education's (CDE) Charter School's Performance Category  | Low Performing |
| <p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>  |                |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b><br/>The schoolwide Dashboard Suspension Rate Indicator color is <b>green</b> (1.2%)</p> <p><b>A11: ENGLISH LEARNER RECLASSIFICATION –</b><br/>The school reclassifies English Learners at a rate higher than the state average (15.8% vs 13.8%)</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</b><br/>The schoolwide Dashboard ELA Indicator color is <b>yellow</b> (-47.2)</p> <p>School leadership shared the following strategies to improve ELA achievement:</p> <ul style="list-style-type: none"> <li>• The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person</li> <li>• The schools' virtual learning program has focused on leveraging 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</li> <li>• The school trained teachers to build their skills in leveraging online learning tools such as G-Suite, Google classroom, Zoom chat features, Jamboard, and PearDeck</li> <li>• The school will be implementing a new vertically aligned, standards-based curriculum for English Language Arts and Spanish Language Arts for the 2020-2021 school year</li> <li>• The school leadership regularly reviews teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support</li> </ul> <p><b>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</b><br/>The schoolwide Dashboard Math Indicator color is <b>yellow</b> (-58.8)</p> |                |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

School leadership shared the following strategies to improve Math achievement:

- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need
- The school administers interim assessments on a quarterly basis to ensure teachers have standards-based data on how students are currently performing so that they can analyze and appropriately respond to student learning needs
- The school leadership regularly reviews teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support

#### **A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR**

The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange** (14.1%)

School leadership shared the following strategies to improve Chronic Absenteeism:

- The school has refined its policies to improve attendance for all students, and have targeted supports for students that show chronic absenteeism
- The leadership team and teacher leaders participate in Responsive Classroom training to help address classroom culture and provide teachers with support
- The school has evaluated current systems in place for monitoring attendance and refined the systems to develop a consistent system for recognizing positive attendance and responding to attendance challenges
- Additional systems include the following:
  - 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 that cannot be reach
    - Live attendance tracker updates and notes for staff communication
  - System for communicating with stakeholders on a weekly basis.
    - An Administrator communicates on Fridays with families of students who missed more than 2 days in the week
    - School Attendance Review Team (SART) send letters to families whose students have missed more than 3 days during a week
    - Student Success Team (SST) 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 to reveal trends
    - Discussion of progress monitoring during leadership meetings for further support, ideas and necessary actions

#### **A8: DASHBOARD SUBGROUP ELA**

None of the school's four numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -63.1 vs. -45.1, Latino -47.7 vs. -26.6, Socioeconomically Disadvantaged -47.2 vs. -30.1, and Students with Disabilities -117.7 vs. -88.1)

School leadership shared the following strategies to improve ELA achievement:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- The schools' virtual learning program has focused on leveraging 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
- The school provides technology access for students and have implemented reading-focused online learning platforms: Smarty Ants (grades K-3) and Achieve 3000 (grades 3-8)
- The school is building teacher capacity to scaffold supports so every student can be successful in the online learning platforms

**A9: DASHBOARD SUBGROUP MATH**

Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -70.9 vs. -68.6, and Students with Disabilities -133.3 vs. -119.4)

School leadership shared the following strategies to improve Math achievement:

- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need
- The school administers interim assessments on a quarterly basis to ensure teachers have standards-based data on how students are currently performing so that they can analyze and appropriately respond to student learning needs
- The school leadership regularly reviews Teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

## Notes:

**The charter school was identified as a "low-performing" charter school based on the state's published annual list; therefore, receiving a rating of "1" in this category.**

Rate of "At Risk" ELs in comparison to the state average – Higher (11.1% vs. 5.7%)

Rate of "LTELs" in comparison to the state average – Lower (6.7% vs. 8.9%)

Camino Nuevo Elementary School 3's reclassification criteria are as follows:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

| Grades 1-2   | Grades 3-8   |
|--|--|
| Summative ELPAC Score<br>Overall performance level of 4  | Summative ELPAC Score<br>Overall performance level of 4  |
| English Reading Level<br>Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.   | English Reading Level<br>Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR<br>Lexile level falls within the "approaching college and career readiness" band or better         |
| English Writing Score<br>On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)                              | English Writing Score<br>On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric).<br>SBAC Writing Domain score of "Near" may be used for this criterion. |
| Teacher Evaluation<br>ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)                                       | Teacher Evaluation<br>ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.  |
| Parent Opinion<br>Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter. | Parent Opinion<br>Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.   |

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green<br><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green<br><input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

| Rubric |  | Sources of Evidence |
|--------|--|---------------------|
|--------|--|---------------------|



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue                      | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)                      |
|                    | <input type="checkbox"/> The schoolwide Dashboard ELPI color is green                     | <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> |
|                    | <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow                    | <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b>                              |
|                    | <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange      | <input type="checkbox"/> Other: (Specify)   |
|                    | <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard |   |

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

|  |   |   |
|--|---|---|
| <i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> |   |   |
| <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>                              |   |   |
| <b>Rubric</b>  |   | <b>Sources of Evidence</b>  |
| <b>Performance</b>   | <input type="checkbox"/> The schoolwide Dashboard CCI color is blue   | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)                      |
|  | <input type="checkbox"/> The schoolwide Dashboard CCI color is green  | <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> |
|  | <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow   | <input type="checkbox"/> Other: (Specify)   |
|  | <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange                                 |   |
|  | <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard                                       |   |
|  | <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school |   |

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

|  |  |  |
|--|--|--|
| <i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> |  |  |
| <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>    |  |  |
| <b>Rubric</b>  |  | <b>Sources of Evidence</b>   |
| <b>Performance</b>   | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue  | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)                                 |
|  | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green   | <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> |
|  | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow  | <input type="checkbox"/> Other: (Specify)  |
|  | <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or <b>orange</b>        |  |
|  | <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard                                |  |
|  | <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school |  |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021
**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue<br><input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard<br><input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b><br><input type="checkbox"/> Other: (Specify) |

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

| Rubric | Sources of Evidence |
|--------|---------------------|
|        |                     |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set ( <b>B2.1</b> )<br><input type="checkbox"/> Other: (Specify) |
|--------------------|---|---|

**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

|                    | <b>Rubric</b>  | <b>Sources of Evidence</b>  |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set ( <b>B2.1</b> )<br><input type="checkbox"/> Other: (Specify) |

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

|  | <b>Rubric</b> | <b>Sources of Evidence</b> |
|--|---------------|----------------------------|
|  |               |                            |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |  |  |
|--------------------|--|--|
| <b>Performance</b> | <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator<br><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |
|--------------------|--|--|

**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2019-2020 (CDE)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average<br><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average<br><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average<br><input type="checkbox"/> The school did not reclassify any of its English Learners<br><input type="checkbox"/> N/A - The school did not have any English Learners<br><input type="checkbox"/> N/A - No assessment of performance for this indicator | <input checked="" type="checkbox"/> Reclassification report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b><br><input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b><br><input type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within “Notes” section above) (B2.4)</b><br><input checked="" type="checkbox"/> Rate of “ <b>At Risk</b> ” ELs in comparison to the state average<br><input checked="" type="checkbox"/> Higher<br><input type="checkbox"/> Same<br><input type="checkbox"/> Lower<br><b>(Additional info within “Notes” section above) (B2.4)</b><br><input checked="" type="checkbox"/> Rate of “ <b>LTEs</b> ” in comparison to the state average<br><input checked="" type="checkbox"/> Higher<br><input type="checkbox"/> Same<br><input type="checkbox"/> Lower<br><b>(Additional info within “Notes” section above) (B2.4)</b> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

***The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:***

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

| Rubric                |   | Sources of Evidence   |
|-----------------------|---|---|
| <b>Perfor<br/>man</b> | <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and | <input type="checkbox"/> "Verified Data"/Internal Assessment Data and other relevant information <b>(B2.6)</b><br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|  |  |  |
|--|--|--|
|  | <p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p> |  |
|--|--|--|

### Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school’s renewal petition with the following academic benchmarks:

The school must provide an annual update to the Charter Schools Division (CSD) by June 1 of each year of the charter term demonstrating its progress related to the following:

- The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.

**Met** - The schools 2019-2020 reclassification rate at 15.8% is equal to the Resident Schools Median (District Average) at 15.8%.  
Please see above A11 to see how the school is addressing the English Learners reclassification.

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in ELA schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight. Please see above A1 to see how the school is addressing the schoolwide ELA achievement.

### LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

*The CSD reviewed the Learning Continuity and Attendance Plan.*

| All requested template information and descriptions were provided:  | Sources of Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Information</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> In-Person Instructional Offerings               <ul style="list-style-type: none"> <li>Actions Related to In-Person Instructional Offerings</li> </ul> </li> <li><input checked="" type="checkbox"/> Distance Learning Program which includes:               <ul style="list-style-type: none"> <li>Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program</li> </ul> </li> <li><input checked="" type="checkbox"/> Pupil Learning Loss               <ul style="list-style-type: none"> <li>Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss</li> </ul> </li> <li><input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being</li> <li><input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach</li> <li><input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Continuity Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul> |

Notes:

None





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS  | RATING* |
|--|---------|
| <b>Summary of School Performance</b>   | 3       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</b><br/> The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> <li>• Comprehensive Health, Safety, and Emergency Preparedness Plan for each campus, including emergency team roles and assignments, evacuation route maps, and emergency procedures</li> <li>• CNCA COVID 19 Visitor Policy and Procedures</li> <li>• Reopening Protocols for K-12Schools-AppendixT1CNES3</li> <li>• Completion of Training Courses for Child Abuse, Blood Borne Pathogens and Suicide prevention</li> <li>• Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767</li> </ul> <p><b>O3: STANDARDS–BASED INSTRUCTION</b><br/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> <li>• The school provided scope and sequence (K-5), distance learning pacing plans (ELA) and lesson plans for Math</li> <li>• The school uses both whole group instruction and small groups accompanied with the use of exemplars, visual aids, google docs or manipulatives. Visual supports include the use of slide decks, an Elmo, videos and instructional apps such as pear deck, Jamboard and Kahoot</li> <li>• Teachers build in opportunities for student-student discourse, such as assigning small group research projects and creating opportunities for small group discussions.</li> <li>• Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need</li> <li>• Virtual classroom observations provided examples of guided practice, discussion strategies, and checking for understanding</li> </ul> <p><b>O8: PROFESSIONAL DEVELOPMENT</b><br/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> <li>• The schools’ professional development has focused on a sequential approach to set students up for success with online distance learning</li> <li>• The school provide teachers training to build their skills in leveraging online learning tools such as G-Suite, google classroom, Zoom chat features, jamboard, and PearDeck, in the virtual space</li> </ul> |         |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

- This learning focus has included a commitment to accelerated learning in which teachers focus on teaching toward grade level standards and provide just in time supports to address pre-requisite learning skills and scaffolds that enable students to be successful with grade level content.
- Teaches engaged in backwards planning toward the schools' standards based interim assessments, and alignment of the core content to the criteria on the benchmark assessments
- The school leadership regularly reviews Teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support
- The school conducts weekly Special Education team meetings for the K-5 and 6-8 teams

#### Areas Noted for Further Growth and/or Improvement

#### **O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- The schoolwide Dashboard ELA Indicator color is **yellow**
- The schoolwide Dashboard Math Indicator color is **yellow**
- None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in ELA
- None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math
- The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange**

In light of these results, and to support improved academic achievement, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

***The school has a system in place to ensure that:***

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2***The school has a system in place to ensure that:*

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

|                    | <b>Rubric</b>   | <b>Sources of Evidence</b>   |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens | <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b><br><input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b><br><input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b><br><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b><br><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b><br><input checked="" type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

| <i>The school has:</i>   |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served</li> <li>Obtained WASC accreditation (<b>high schools only</b>)</li> <li>Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> <li>Received UC/CSU approval of courses (UC Doorways) (<b>high schools only</b>)</li> </ul> |   |   |
|  | Rubric  | Sources of Evidence   |
| <b>Performance</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4****The school:**

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis<br><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis<br><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis<br><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis | <input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b><br><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b><br><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b><br><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b><br><input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3j)</b><br><input checked="" type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b><br><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b><br><input checked="" type="checkbox"/> <b>Virtual Classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter<br><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter<br><input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter<br><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter | <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> )<br><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter ( <b>B3.3k</b> )<br><input checked="" type="checkbox"/> <b>Virtual classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements | <input checked="" type="checkbox"/> Parent-Student Handbook(s) ( <b>B1.10</b> )<br><input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> )<br><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities ( <b>B3.3j</b> )<br><input checked="" type="checkbox"/> Self-Review Checklist ( <b>B3.4a</b> )<br><input type="checkbox"/> Other special education documentation ( <b>B3.4a</b> )<br><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office<br><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education ( <b>B3.4a</b> )<br><input checked="" type="checkbox"/> <b>Virtual classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**07: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> Interview of stakeholders</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<br><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<br><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<br><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter | <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> )<br><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) ( <b>B3.4b</b> )<br><input type="checkbox"/> <del>Interview of teachers and/or other staff</del><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |

**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9*****The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:***

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<br><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<br><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<br><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website | <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b><br><input checked="" type="checkbox"/> Evidence of implementation of AB 34 <b>(B3.4e)</b><br><input type="checkbox"/> Other: (Specify) |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

| <i>The school has a system in place for the evaluation of school staff designed to ensure that:</i>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>  |  |
| Rubric  | Sources of Evidence  |
| <b>Performance</b><br><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |

**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

| <i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i>  |                     |
|---|---------------------|
| <ul style="list-style-type: none"> <li>All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.</li> <li>The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current</li> <li>The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> <li>The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul> |                     |
| Rubric  | Sources of Evidence |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Elementary School 3**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/4/2021**

|                |                                  |            |                 |
|----------------|----------------------------------|------------|-----------------|
| Location Code: | 2157                             | Charter #: | 1212            |
| School Name:   | Camino Nuevo Elementary School 3 | CDS Code:  | 1964733 0122564 |
| FY Start Date: | 2010-11                          |            |                 |

| 2157<br>Camino Nuevo Elementary School 3        | 2017-2018          |               |                |                   |                    | 2018-2019          |               |                |                   |                    | 2019-2020          |               |                |                   |                    |
|---|--------------------|---------------|----------------|-------------------|--------------------|--------------------|---------------|----------------|-------------------|--------------------|--------------------|---------------|----------------|-------------------|--------------------|
|   | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials |
| Cash and Cash Equivalents                       |                    | 904,775       | 740,486        | 2,523,398         | 2,523,397          |                    | 0             | 1,751,500      | 2,482,111         | 2,482,110          |                    | 2,105,391     | 2,198,341      | 2,986,330         | 2,918,361          |
| Current Assets                                  |                    | 4,650,618     | 4,355,751      | 5,860,231         | 3,132,525          |                    | 0             | 5,573,568      | 3,218,968         | 3,218,967          |                    | 3,117,286     | 3,183,927      | 4,185,044         | 4,117,075          |
| Fixed and Other Assets                          |                    | 719,144       | 759,188        | 476,607           | 3,205,474          |                    | 0             | 772,067        | 711,573           | 711,572            |                    | 623,624       | 652,657        | 698,961           | 698,959            |
| <b>Total Assets</b>                             |                    | 5,369,762     | 5,114,938      | 6,336,838         | 6,337,999          |                    | 0             | 6,345,635      | 3,930,541         | 3,930,539          |                    | 3,740,910     | 3,836,584      | 4,884,005         | 4,816,034          |
| Deferred Outflow                                |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |
| Current Liabilities                             |                    | 298,969       | 200,120        | 512,699           | 547,055            |                    | 0             | 274,960        | 600,839           | 600,837            |                    | 339,011       | 362,179        | 890,890           | 828,260            |
| Other Long Term Liabilities                     |                    | 51,262        | 51,262         | 33,195            | 0                  |                    | 0             | 33,195         | 0                 | 0                  |                    | 27,132        | 27,132         | 5,340             | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |
| <b>Total Liabilities</b>                        |                    | 350,231       | 251,382        | 545,894           | 547,055            |                    | 0             | 308,155        | 600,839           | 600,837            |                    | 366,143       | 389,311        | 896,230           | 828,260            |
| <b>Net Assets</b>                               |                    | 5,019,531     | 4,863,556      | 5,790,944         | 5,790,944          |                    | 6,079,797     | 6,037,480      | 3,329,702         | 3,329,702          |                    | 3,374,767     | 3,447,273      | 3,987,775         | 3,987,774          |
| Total Revenues                                  | 9,405,707          | 10,077,810    | 10,141,327     | 10,349,778        | 10,349,776         | 10,550,520         | 10,509,967    | 10,607,490     | 10,565,983        | 10,565,983         | 10,744,889         | 9,973,560     | 10,042,415     | 9,991,551         | 9,991,550          |
| Total Expenditures                              | 9,211,647          | 10,898,954    | 11,118,443     | 10,399,509        | 9,606,165          | 10,156,967         | 10,221,114    | 10,360,954     | 13,027,225        | 13,027,225         | 10,620,859         | 9,928,495     | 9,924,844      | 9,333,478         | 9,333,478          |
| <b>Net Income / (Loss)</b>                      | 194,060            | (821,144)     | (977,116)      | (49,731)          | 743,611            | 393,553            | 288,853       | 246,536        | (2,461,242)       | (2,461,242)        | 124,030            | 45,065        | 117,571        | 658,073           | 658,072            |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0             | 0              | 0                 | (793,339)          | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | 194,060            | (821,144)     | (977,116)      | (49,731)          | (49,728)           | 393,553            | 288,853       | 246,536        | (2,461,242)       | (2,461,242)        | 124,030            | 45,065        | 117,571        | 658,073           | 658,072            |
| <b>Net Assets, Beginning</b>                    | 5,795,195          | 5,840,675     | 5,840,675      | 5,840,675         | 5,840,672          | 4,974,679          | 5,790,944     | 5,790,944      | 5,790,944         | 5,790,944          | 6,037,480          | 3,329,702     | 3,329,702      | 3,329,702         | 3,329,702          |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0             | (3)            | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  | 144,042            | 0             | 0              | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 5,795,195          | 5,840,675     | 5,840,672      | 5,840,675         | 5,840,672          | 4,974,679          | 5,790,944     | 5,790,944      | 5,790,944         | 5,790,944          | 6,181,522          | 3,329,702     | 3,329,702      | 3,329,702         | 3,329,702          |
| <b>Net Assets, End</b>                          | 5,989,254          | 5,019,531     | 4,863,556      | 5,790,944         | 5,790,944          | 5,368,232          | 6,079,797     | 6,037,480      | 3,329,702         | 3,329,702          | 6,305,552          | 3,374,767     | 3,447,273      | 3,987,775         | 3,987,774          |

| 2157<br>Camino Nuevo Elementary School 3        | Audited Financials |            |             |           |         | 2020-2021          |               |                |                   |                    |
|---|--------------------|------------|-------------|-----------|---------|--------------------|---------------|----------------|-------------------|--------------------|
|   | 2016-17            | 2017-18    | 2018-19     | 2019-20   | 2020-21 | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials |
| Cash and Cash Equivalents                       | 2,673,377          | 2,523,397  | 2,482,110   | 2,918,361 | 0       |                    | 3,064,028     | 0              | 0                 | 0                  |
| Current Assets                                  | 3,209,022          | 3,132,525  | 3,218,967   | 4,117,075 | 0       |                    | 5,591,525     | 0              | 0                 | 0                  |
| Fixed and Other Assets                          | 3,084,681          | 3,205,474  | 711,572     | 698,959   | 0       |                    | 607,126       | 0              | 0                 | 0                  |
| <b>Total Assets</b>                             | 6,293,703          | 6,337,999  | 3,930,539   | 4,816,034 | 0       |                    | 6,198,651     | 0              | 0                 | 0                  |
| Deferred Outflow                                | 0                  | 0          | 0           | 0         | 0       |                    | 0             | 0              | 0                 | 0                  |
| Current Liabilities                             | 453,031            | 547,055    | 600,837     | 828,260   | 0       |                    | 739,133       | 0              | 0                 | 0                  |
| Other Long Term Liabilities                     | 0                  | 0          | 0           | 0         | 0       |                    | 5,339         | 0              | 0                 | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       | 0                  | 0          | 0           | 0         | 0       |                    | 0             | 0              | 0                 | 0                  |
| <b>Total Liabilities</b>                        | 453,031            | 547,055    | 600,837     | 828,260   | 0       |                    | 744,472       | 0              | 0                 | 0                  |
| <b>Net Assets</b>                               | 5,840,672          | 5,790,944  | 3,329,702   | 3,987,774 | 0       |                    | 5,454,179     | 0              | 0                 | 0                  |
| Total Revenues                                  | 9,411,264          | 10,349,776 | 10,565,983  | 9,991,550 | 0       | 9,280,156          | 10,943,366    | 0              | 0                 | 0                  |
| Total Expenditures                              | 8,931,513          | 9,606,165  | 13,027,225  | 9,333,478 | 0       | 8,829,082          | 9,476,962     | 0              | 0                 | 0                  |
| <b>Net Income / (Loss)</b>                      | 479,751            | 743,611    | (2,461,242) | 658,072   | 0       | 451,074            | 1,466,404     | 0              | 0                 | 0                  |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0          | 0           | 0         | 0       | 0                  | 0             | 0              | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | (793,339)  | 0           | 0         | 0       | 0                  | 0             | 0              | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | 479,751            | (49,728)   | (2,461,242) | 658,072   | 0       | 451,074            | 1,466,404     | 0              | 0                 | 0                  |
| <b>Net Assets, Beginning</b>                    | 5,360,921          | 5,840,672  | 5,790,944   | 3,329,702 | 0       | 3,447,273          | 3,987,775     | 0              | 0                 | 0                  |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0          | 0           | 0         | 0       | 164,220            | 0             | 0              | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 5,360,921          | 5,840,672  | 5,790,944   | 3,329,702 | 0       | 3,611,493          | 3,987,775     | 0              | 0                 | 0                  |
| <b>Net Assets, End</b>                          | 5,840,672          | 5,790,944  | 3,329,702   | 3,987,774 | 0       | 4,062,567          | 5,454,179     | 0              | 0                 | 0                  |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

| FISCAL OPERATIONS   | RATING |
|---|--------|
| <p>You have been assessed by the Fiscal Oversight team and you are receiving the rating 4, <i>Accomplished</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>  | 4      |
| <p>Camino Nuevo Elementary School 3's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$3,987,774 and net income of \$658,072. The 2020-2021 First Interim report projected positive net assets of \$5,454,178 and net income of \$1,466,404.</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCA3 is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$81,647,426 and net income of \$1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of <b>(\$71,868)</b> and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA3 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$734,495 as Base Compensation and \$163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.</p> |        |





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**Areas of Demonstrated Strength and/or Progress:**

- The school's fiscal condition is positive.

|                             | 2016-2017<br>(Audited<br>Actuals) | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(Audited<br>Actuals) | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(First<br>Interim) |
|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Net Assets                  | \$5,840,672                       | \$5,790,944                       | \$3,329,702                       | \$3,987,774                       | \$5,454,178                     |
| Net<br>Income/Loss          | \$479,751                         | \$743,611                         | (\$2,461,242)**                   | \$658,072                         | \$1,466,404                     |
| Transfers<br>In/Out         | \$0                               | (\$793,339)*                      | \$0                               | \$0                               | \$0                             |
| Prior Year<br>Adjustment(s) | \$0                               | \$0                               | \$0                               | \$0                               | \$0                             |

\*The \$793,339 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA3 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 31 in the Notes section below.

\*\*The \$2,461,242 net loss in the school's 2018-2019 Unaudited Actuals was primarily due to the forgiveness of a \$2.72 million loan associated with CNCA3's Eisner Campus (in relation to a refinancing transaction). See further details regarding CNCA3's original loan and this refinancing transaction under item 30 in the Notes section below.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices)**

- Late Payments to Vendors:**

Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

## Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

| Item # | Check #  | Check Issuance Date | Invoice Due Date | Payee                         | Check Amount    | Transaction Description  |
|--------|----------|---------------------|------------------|-------------------------------|-----------------|--|
| 1      | 1028537M | 7/15/2020           | 6/05/2020        | Advanced Pure Water Solutions | \$ 121.34       | 405695LF202004<br>Late Fee Charge \$20<br>405695LF202005<br>Late Fee Charge \$20 |
| 2      | 1028440  | 4/05/2020           | 6/30/2020        | Advanced Pure Water Solutions | \$ 81.34        | 405695LF202003<br>Late Fee Charge \$20   |
| 3      | 1030053  | 7/31/2020           | 7/15/2020        | Pitney Bowes (Purchase Power) | \$ 701.90       | "Late fees \$29.99;<br>Over limit fee \$39.00<br>and Finance charges \$6.20."    |
|        |          |                     |                  | <b>Total</b>                  | <b>\$904.58</b> |  |

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCH1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

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| <p>missed or late invoices, CNCA3’s School Operations Manager has implemented a weekly invoice check-in with the School Principal to ensure that all invoices are reviewed in a timely manner. CNCA3’s School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices.</p> <p>The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, in order to prevent the school from incurring additional late fees and/or over-limit and finance charges in the future.</p> <p>The CSD will monitor these issues referenced in the “Other Observations” section of this report through oversight. The results may be factored into the school’s rating for next year.</p> |  |
| <p><b>Corrective Action Required:</b></p> <p>None noted that require immediate action to remedy concerns in this report.</p>   |  |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCA3 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$2,918,361 and total expenditures equal \$9,333,478. Therefore, the school's cash reserve level is 31.27%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
  - a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
  - b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: \$1,001,152.31; (2) Date: 5/4/2020, Amount: \$501.22; (3) Date: 6/30/2020 Amount: \$1,265.02; (4) Date: 6/30/2020, Amount: \$319.90; (5) Date: 8/28/2020, Amount: \$578.08; (6) Date: 10/28/2020, Amount: \$442.49; (7) Date: 10/30/2020, Amount: \$163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
  - a. American Express Credit Card Ending in X1502 (Executive Director)



LAUSD CHARTER SCHOOLS DIVISION

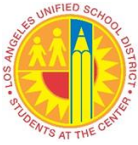
SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

- b. American Express Credit Card Ending in X1163 (Preschool Director)
- c. American Express Credit Card Ending in X1478 (Vice President of Programs)
- d. American Express Credit Card Ending in X2427 (Director of Facilities)
- e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
- f. American Express Credit Card Ending in X2005 (Governing Board Member)
- g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
- h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
- i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
- j. American Express Credit Card Ending in X1528 (Director of Development)
- k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
- l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
- m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
- n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
- o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
- p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
- q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
- r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)

17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
- a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
  - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
  - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Oversight for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Oversight for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$657,000. The school's critical needs financing includes board approved requests of \$250,000, \$150,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
27. Pursuant to AB 1871, a signed written statement that indicates that CNCA3 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:
  - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
  - b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.
  - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.
29. The 2019-2020 audited and unaudited actuals nearly mirror each other.
30. CNCA3's 2018-2019 unaudited actuals projected a net loss of **(\$2,461,242)** for Fiscal Year 2018-2019. According to the email communications that the CSD received from PN-EDG's CFO in September 2019, this loss was primarily attributed to the forgiveness of a \$2.72 million loan (a one-time expense) owed to CNCA by ExED 9 Investment Fund, LLC, pertaining to a New Markets Tax Credit [NMTC] refinancing transaction resulting in amended terms to the school's lease (which would result in CNCA3 lowering its monthly rent from \$20,333 to \$18,244). Based on the documentation provided by PN-EDG, this loan forgiveness was supported by resolutions approved by CNCA's Board of Directors on June 17, 2019.

CNCA's 2017-2018 independent audit report disclosed: "In June 2012, in partnership with CNCA, [Grupo Nuevo Los Angeles (GNLA)] acquired property by obtaining long-term financing through the federal NMTC program. CNCA loaned \$3,233,613 to ExED 9 Investment Fund LLC (ExED LLC). ExED LLC combined the proceeds from the loan with other investor funds to make qualified low-income community investments pursuant to NMTC laws." Per CNCA's audits, to facilitate the transaction, GNLA formed Fifteenth and Ardmore, LLC (Ardmore, LLC) and Fifteenth and Ardmore Investments, LLC (Investments, LLC). GNLA is the sole member of Ardmore, LLC and Ardmore, LLC was the sole member of Investments, LLC. PN-EDG, after its incorporation, became the parent entity of GNLA. Per PN-EDG, in June 2019, Ardmore LLC acquired Investments, LLC as part of the NMTC unwind agreement.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

Further, PN-EDG's CFO provided the following background regarding CNCA3's facilities: "The CNCA #3 charter operates two campuses: Jose Castellanos Campus and Jane B. Eisner Campus. The Castellanos campus is a Public School Choice (PSC) campus and owned by LAUSD. The Eisner Campus is leased by CNCA. The Eisner Campus construction was originally financed via a 7-year [NMTC] financing structure by [Investments LLC]." In addition, PN-EDG's CFO explained that the original \$3.2M leverage loan was "established via a private philanthropic capital campaign effort to maximize the amount of New Markets Tax Credits available under the financing structure... The leverage loan was comprised of contributions from private donors and the historic tax credit and was a component of the financing structure to maximize the tax credit allocation." Since the term of the NMTC structure was seven years and during the unwind of this structure in June 2019, PN-EDG's COF stated that "it was determined to forgive the loan balance as the contributions were received for the campus project and would not be used for any other reason." As such, CNCA forgave the \$2,728,867 remaining balance of the original \$3.2MM leverage Loan. According to PN-ED's CFO and the journal entries furnished to the CSD, CNCA3 recorded the capital campaign contributions and the historical NMTC as Local Revenue, Grants or Fundraising (restricted in nature) in Fiscal Years 2011-2012 and 2012-2013. CNCA3 recorded the \$3.2 million loan to the Eisner Campus financing structure as an amount Due From Others on the school's balance sheet. As a result of the NMTC structure being dissolved in June 2019, CNCA3 recorded the forgiveness of the \$2.72 million loan as a one-time expense on CNCA3's books, resulting in a net loss of **(\$2,461,242)** for Fiscal Year 2018-2019. PN-EDG provided documentation confirming that CNCA3 consulted with its contracted audit firm (Clifton Larsen Allen LLP) to ensure that the school's accounting treatment for this transaction complies with Generally Accepted Accounting Principles (GAAP).

31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCA3's pro-rata share of this one-time asset transfer was \$395,784.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan is only one example, “the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements.” Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA’s governing board meeting minutes dated November 12, 2019 and PN-EDG’s governing board meeting minutes dated November 19, 2019), due to CNCH1’s lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a “Critical Needs Request” of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCH1. CNCH1’s reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school’s 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school’s projected enrollment figure of 290 students reflected in CNCH1’s June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned \$250,000 loan to CNCH1, the additional \$125,000 loan to CNCH1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCH1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNCH1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCH1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school’s enrollment of 33 students. Without this funding, CNCH1 was projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3’s (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3’s 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG’s Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG’s CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG’s CFO stated: “The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined.” As of January 31, 2021, the account balance was \$1,630,311 and there have been no account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3’s Eisner Campus in the future through oversight.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

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| <p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>   | <p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>   |
| <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;</li> </ol> | <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;</li> </ol> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

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| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>   |
| <ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ol> | <ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>   |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  |
| <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Salary schedules/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> </ol>  | <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Salaries schedule/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> </ol> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|   |   |
|---|---|
| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>   | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>  |
| <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> | <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   |

|  |   |
|--|---|
| <p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> </ol> | <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

***An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.***

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
5. Current audit shows no material weaknesses, deficiencies and/or findings;
6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
7. There is no apparent conflict of interest; and
8. Governing board approves any amendment(s) to the charter school’s budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

***An existing school would be assessed as Unsatisfactory based on the statements below:***

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|  |  |
|--|--|
| <p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>   | <p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>  |
| <p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol> | <p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

|   |   |
|---|---|
| <p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> | <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   |

## Cover Sheet

### MOU between CNCA and CNTA Regarding Teacher Evaluations (Margaret Domingo)

**Section:** VI. Consent Agenda  
**Item:** A. MOU between CNCA and CNTA Regarding Teacher Evaluations (Margaret Domingo)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Final MOU - 2021-2022 Modified Teacher Evaluation Process 10.14.21.pdf  
CNCA Teacher Evaluation Guidebook 21-22.pdf





Camino Nuevo Charter Academy  
Teacher Evaluation Guidebook  
2021-2022

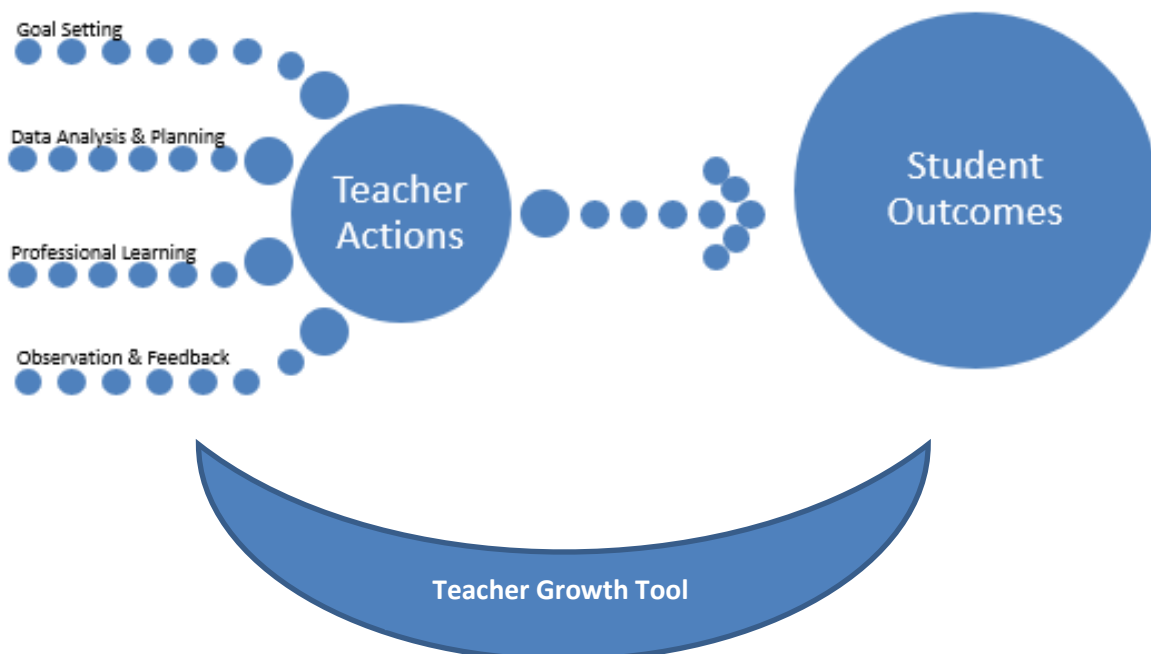
## Part 1: Introduction

Camino Nuevo Charter Academy believes that increased teacher effectiveness drives increased student outcomes. At CNCA, we have invested in designing a teacher development model to ensure we are supporting all teachers in reaching their full potential.

In order to provide teachers and leaders with research based best practices for improving teacher actions, and in alignment with our vision for teaching and learning, CNCA adopted Danielson’s Framework for Teaching in 2017. In 2020-2021, the Teacher Evaluation Task Force, a collaborative effort between CNCA and Camino Nuevo Teachers Association (CNTA), completed the latest revision of our teacher evaluation tool.

The Task Force’s original 2020-2021 goal was to ensure that the teacher evaluation tool promoted teachers’ development through its intentional integration into PD, coaching, and teacher-driven learning opportunities. The Task Force determined that a foundational step to this work was to significantly pare down the number of components included in the teacher evaluation rubric. A subset of the Task Force also collaborated to create a modified version of the tool which is better aligned to the role of the Special Education (RSP) Teacher. The results of this effort are the 2021-2022 CNCA Teacher Growth Tools, for both General Education and Inclusion (RSP) Teachers (included as Appendix A of this Guidebook).

We expect all teachers to participate in a comprehensive development system, which includes coaching and professional learning opportunities to support goal setting, data analysis and planning, and improvement of instructional practice through observation and coaching. All of this is grounded in the components of the CNCA Teacher Growth Tool.





## Part II: Teacher Evaluation Process

Teacher evaluation provides teachers with an opportunity to zoom out on their practice as a whole through the use of the Teacher Growth Tool. In order to support all our teachers and recognize their diverse set of development needs, teachers are evaluated through a differentiated system. The table below delineates the elements of each type of differentiated evaluation.

| Eval Type  | Components                 | Criteria to move   | Process   | Support/ Incentive   |
|--|----------------------------|--|---|--|
| <b>Comprehensive</b><br>All new CNCA hires start here. | All                        | Comprehensive to Abridged<br>1. Teacher has completed one full year at CNCA with a minimum of “developing” ratings in all components.<br><br>Comprehensive to Brief<br>1. Teacher has completed one full year at CNCA with a minimum of “proficient” ratings in all components.  | Minimum of 8 informal observations (at least 4 each semester)<br><br>MOY Due - Nov. 15<br>EOY Due- Apr. 1 | SUPPORT:<br><ul style="list-style-type: none"> <li>Mindful Mentoring (peer coaching related to The Teaching Well PDs)</li> <li>Group mentoring (New teachers/ new to CNCA coming together at a regular scheduled time to support each other.)</li> </ul>                         |
| <b>Abridged</b>  | Teacher and coach choose 9 | Abridged to Brief<br>1. Teacher has completed three years of teaching at CNCA;<br>2. Has a minimum of proficient in all but two components; and<br>3. The teacher has received no unsatisfactory ratings.<br><br>Abridged to Light<br>1. Teacher has completed three years of teaching at CNCA; and<br>2. Has all proficient or distinguished ratings. | Minimum 6 informal observations (3 each semester)<br><br>MOY Due- Dec. 15<br>EOY Due- April 29            | INCENTIVE:<br><ul style="list-style-type: none"> <li>Increased autonomy in evaluation &amp; shorter process</li> </ul> SUPPORT:<br><ul style="list-style-type: none"> <li>Mindful Mentoring (peer coaching related to The Teaching Well PDs)</li> <li>Group mentoring</li> </ul> |

|   |                                   |  |   |   |
|---|-----------------------------------|--|---|---|
| <p><b>Brief</b><br/>Teachers must have completed three years of teaching at CNCA.</p> | <p>Teacher and coach choose 8</p> | <p>Brief to Light<br/>1. Teacher has scored all proficient or distinguished ratings.</p> | <p>Minimum 6 informal observations (at least 3 each semester)<br/><br/>MOY Due- Dec. 15<br/>EOY Due- April 29</p> | <p>INCENTIVE:</p> <ul style="list-style-type: none"> <li>• Increased autonomy in evaluation &amp; shorter process</li> </ul> <p><i>Choose a leadership role:</i></p> <ul style="list-style-type: none"> <li>• Buddy Teacher (school budgets permitting)</li> <li>• Mindful Mentor Fellowship</li> </ul> |
| <p><b>Light</b></p>   | <p>Teacher and coach choose 6</p> | <p>N/A</p>   | <p>MOY Due- Dec. 15<br/>EOY Due- April 29</p>   | <p>INCENTIVE:</p> <ul style="list-style-type: none"> <li>• Increased autonomy in evaluation &amp; shorter process</li> </ul> <p><i>Choose a leadership role:</i></p> <ul style="list-style-type: none"> <li>• Buddy Teacher (school budgets permitting)</li> <li>• Mindful Mentor Fellowship</li> </ul> |

**Goal Setting:** The teacher evaluation system is designed to promote professional growth and learning for every teacher. This is only possible with deep self-reflection and continued teacher driven work. This begins with setting goals in collaboration with your evaluator (i.e., your coach). Goals must be submitted through the completion of the Professional Learning & Growth Plan (PLGP) Template (included as Appendix B of this Guidebook).

PLGP Templates should be completed in collaboration with the teacher's evaluator (i.e., coach) and uploaded to Frontline by **Friday, September 17, 2021**.


**Self-Assessment:** As an additional component of self-reflection, each teacher completes a self-assessment by rating themselves on the rubric before their mid-year and end-of-year evaluation. We know that administrators can't observe every lesson, parent interaction or daily routine so it is also an opportunity to share evidence with the evaluator that can be added to the evaluation.

**Timeline:**

The timelines and process above are developed in alignment with the CNCA Collective Bargaining Agreement.

|  | <b>Mid-Year</b>           | <b>End of Year Evaluation</b> | <b>Completed by</b> |
|--|---------------------------|-------------------------------|---------------------|
| <b>Self-Assessment</b>                               | October 15 <sup>th</sup>  | March 4 <sup>th</sup>         | Teachers            |
| <b>Teachers Receiving a Comprehensive Evaluation</b> | November 15 <sup>th</sup> | April 1 <sup>st</sup>         | Evaluator           |
| <b>All Other Teachers</b>                            | December 15 <sup>th</sup> | April 29 <sup>th</sup>        | Evaluator           |

**Part III: Frontline:** Our online platform for Performance Evaluations.

- **What is Frontline?**
  - o Frontline is an online platform that allows you to easily keep track of your informal coaching and evaluations. CNCA has selected to use Frontline because it provides a simpler way to view feedback on the CNCA Teacher Growth Tool. The online tool supports you in focusing on growth by viewing your observation feedback over time.
- **How do I get access to Frontline?**
  - o Go to: <http://www.mylearningplan.com>
  - o Log In: Username = **email address** Password = **changeme**
  - o You will be prompted to change your password after logging in.
- **Where do I view informal observations and evaluations?**
  - o Click the My Evaluations link from the side of the navigation bar.
  - o Click the Evaluation (Cycle Dates) link. (If this is your first year with Camino, you will only see the current one.)
  - o View your evaluation components and use the “plus” symbol to expand components to view the forms within.
- **How do I complete/submit forms?**
  - o Teachers are required to submit their Goal Setting, Mid-Year and End of Year Self Assessment forms.
  - o To complete a form, click on the  button next to the form.





# Appendix A



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## Domain 1: Planning & Preparation

### (1a) Demonstrating Knowledge of Content and Pedagogy

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another, to the pillars of Ethnic Studies pedagogy, and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, including a well-designed approach to using formative assessment, and the ability to anticipate student misconceptions.

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another, as well as to the pillars of Ethnic Studies pedagogy. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject, including a well-developed strategy for using formative assessment that assesses important concepts in the discipline.

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another and/or to the pillars of Ethnic Studies pedagogy. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students, including a rudimentary approach to using formative assessment.

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content, including no plan to incorporate formative assessment in the lesson or unit.

### (1b) Demonstrating Knowledge of Students

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' intersecting identities, knowledge and skills, special needs, and interests.

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' intersecting identities, knowledge and skills, special needs, and interests.

The teacher displays generally accurate knowledge of how students learn and of their intersecting identities, knowledge and skills, special needs, and interests, yet may apply this knowledge not to individual students but to the class as a whole.

The teacher displays minimal understanding of how students learn—and little knowledge of their intersecting identities, knowledge and skills, special needs, and interests — and does not indicate that such knowledge is valuable.



# CNCA Teacher Growth Tool

|                                 | Distinguished  | Proficient  | Developing  | Unsatisfactory  |
|---------------------------------|--|---|---|---|
| Domain 2: Classroom Environment | <b>(2a) Creating an Environment of Respect and Rapport</b>   |   |   |   |
|                                 | <p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.</p> | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p> | <p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>  | <p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>                                      |
|                                 | <b>(2b) Establishing a Culture for Learning</b>  |   |   |   |
|                                 | <p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>  | <p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>   | <p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> | <p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> |



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## 2c/d: Managing Classroom Procedures & Behavior

### Domain 2: Classroom Environment

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, the handling of materials and supplies, and in monitoring their own behavior. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. The teacher's response to student misbehavior is both systematic as well as sensitive to individual student needs and respects students' dignity.

There is little loss of instructional time due to effective classroom routines and procedures and generally appropriate student behavior. The teacher's management of instructional groups and transitions, handling of materials and supplies, and systematic response to misbehavior are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

Some instructional time is lost due to partially effective classroom routines and procedures, including the teacher's uneven attempts to monitor student behavior. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

Much instructional time is lost due to inefficient classroom routines and procedures and/or a lack of established standards of conduct. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. There may be little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (3a) Communicating with Students

### Domain 3: Instruction

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and cultural and community responsiveness. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and is culturally and community responsive. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (3b) Using Questioning and Discussion Techniques

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

## (3c) Engaging Students in Learning

Virtually all students are intellectually engaged in challenging content that is aligned to grade-level standards through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

The learning tasks and activities are fully aligned with the instructional outcomes, and to grade level standards, and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

The learning tasks and activities are partially aligned with the instructional outcomes and/or to grade level standards but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes and/or to grade level standards, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

Domain 3: Instruction



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (3d/e) Using and Responding to Assessment in Instruction

### Domain 3: Instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings, including through the use of mid-lesson adjustments.

Students appear to be aware of the assessment criteria, and the teacher monitors and responds to evidence of student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes an adjustment to the lesson and does so smoothly.

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. The teacher makes no attempt to adjust the lesson even when students don't understand the content.



# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## Domain 4: Professional Responsibilities

### (4c) Communicating with Families

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication, including communication related to data-based academic progress. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

The teacher provides frequent and appropriate information to families about the instructional program, including data-based academic progress. The teacher conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

### (4a/d) Reflectively Participating in a Professional Community

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry and reflection when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry and/or reflection, resisting opportunities to become involved and/or grow their practice. The teacher avoids becoming involved in school events or school and district projects.





# CNCA Teacher Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## 4f: Showing Professionalism

Domain 4: Professional Responsibilities

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, including those related to timely submission of deliverables, taking a leadership role with colleagues.

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations, including those related to timely submission of deliverables.

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations, including those related to timely submission of deliverables.

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations, including those related to timely submission of deliverables.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (1b) Demonstrating Knowledge of Students

Domain 1: Planning & Preparation

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' intersecting identities, knowledge and skills, special needs, and interests.

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' intersecting identities, knowledge and skills, special needs, and interests.

The teacher displays generally accurate knowledge of how students learn and of their intersecting identities, knowledge and skills, special needs, and interests, yet may apply this knowledge not to individual students but to the class as a whole.

The teacher displays minimal understanding of how students learn—and little knowledge of their intersecting identities, knowledge and skills, special needs, and interests — and does not indicate that such knowledge is valuable.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (2a) Creating an Environment of Respect and Rapport

### Domain 2: Classroom Environment

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## Domain 3: Instruction

### (3b) Using Questioning and Discussion Techniques

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

### (3c) Engaging Students in Learning

Virtually all students are intellectually engaged in challenging content that is aligned to grade-level standards through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

The learning tasks and activities are fully aligned with the instructional outcomes, and to grade level standards, and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

The learning tasks and activities are partially aligned with the instructional outcomes and/or to grade level standards but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes and/or to grade level standards, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.



# CNCA Inclusion Growth Tool

## (3d/e) Using and Responding to Assessment in Instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments

Students appear to be aware of the assessment criteria, and the teacher monitors and responds to evidence of student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. The teacher makes no attempt to adjust the lesson even when



# CNCA Inclusion Growth Tool

are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings, including through the use of mid-lesson adjustments.

accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes an adjustment to the lesson and does so smoothly.

students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.

students don't understand the content.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (4a/d) Reflectively Participating in a Professional Community

### Domain 4: Professional Responsibilities

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry and reflection when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry and/or reflection, resisting opportunities to become involved and/or grow their practice. The teacher avoids becoming involved in school events or school and district projects.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (5a) IEP Services and Timelines

### 5: Special Education Compliance

The teacher utilizes the Master Calendar and 200 reports as a long-range planning tool to consistently meet legal timelines for IEP documentation and processes, holding meetings well in advance of due dates, and meets all timelines for goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines. Teacher frequently collaborates, in-person, electronically, with the IEP clerk and Admin to ensure IEP meeting timelines are met.

The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEPs (FAPE), provides staff with a copy, and consistently follows schedule. The teacher regularly schedules collaboration with school staff to maximize scholar support and/or co-teaching opportunities.

The teacher engages with IEP clerk and Admin consistently to plan for meeting legal timelines. The teacher prepares for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines.

The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEPs (FAPE), provides staff with a copy, and consistently follows schedule.

The teacher inconsistently meets legal timelines for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines.

The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEP's (FAPE) but follows schedule inconsistently.

The teacher frequently misses legal timelines for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines.

The teacher's RSP service schedule does not meet required service minutes in compliance with IEPs (FAPE).





# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

**5: Special Education Compliance**

**(5b) IEP Documentation**

The teacher uses a systematic gathering of IEP team member input to develop IEPs that are free of errors and include multiple sources of data for PLPs, goals, transition supports and services.

The teacher shows evidence of ongoing data collection and analysis of progress towards IEP goals and shows evidence of using organization systems and procedures to ensure all IEPs are carefully reviewed before being locked and implemented.

The teacher's IEPs are free of errors and include multiple sources of data for PLPs, goals, transition supports and services.

The teacher shows evidence of ongoing data collection and analysis of progress towards IEP goals and ensures all IEPs are carefully reviewed before being locked and implemented.

The teacher's IEPs contain few errors.

The teacher shows limited evidence of data-collection, in their progress reports and Present Levels of Performance, and analysis of progress towards IEP goals.

There are frequent errors in the teacher's IEPs.

The teacher does not show evidence of data-collection of progress towards IEP goals.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

**5: Special Education Compliance**

## (5c) IEP Meetings

The teacher conducts IEP meetings with all required participants in attendance or utilizes the proper excusal documentation, all stakeholders participate throughout the meeting, and (if appropriate) scholar prepares, actively participates in, or leads at least one portion of his or her own IEP meetings.

The teacher conducts the IEP with the required PPT templates (both in-person and virtually), provides parents all required written materials, and explains relevance of written materials in easy-to-understand language.

The teacher shares information on PLPs, academic assessment data, reports, and grades, and can answer questions and address concerns gracefully in a culturally sensitive manner.

The teacher clarifies or addresses any concerns or disagreements in a culturally sensitive manner and identifies clear resolutions or next steps for the IEP team.

The teacher is able to raise areas of concern of student with parent(s), collaborate with IEP team to discuss interventions, and if applicable, ensure interventions and supports are reflected in the next IEP.

The teacher clarifies or addresses any questions, concerns, or disagreements in a culturally sensitive manner.

The teacher conducts the IEP with the required PPT templates (both in-person and virtually), provides parents all required written materials, and explains relevance of written materials in easy-to-understand language.

The teacher shares adequate information on student data, PLPs, academic assessment report data with parents, and can answer questions and address concerns from parent(s).

The teacher is able to raise areas of concerns of student with parent(s).

The teacher creates some opportunities for stakeholder participation.

The teacher shares limited information on student data, PLPs, academic assessment report data with parent(s).

The teacher does not create an atmosphere that allows for stakeholder participation.

The teacher does not share student data, PLPs, academic assessment report data, or grades with parent(s).



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (5d) Legally Compliant Service Tracking

### 5: Special Education Compliance

The teacher consistently maintains, monitors, and distributes all required Passports in files for all scholars on his or her caseload in a timely fashion.

The teacher consistently meets requirements for service tracking requirements for all scholars on his or her caseload, as indicated in the 300 report.

The teacher consistently maintains and updates RSP record files with work samples, assessment data, anecdotal information, behavior logs and/or parent communication logs.

The teacher uses (300q) or has created his or her own auditing system for filing and service tracking procedures that is used on a scheduled basis to ensure each component meets or exceeds expectations.

The teacher consistently maintains, monitors, and distributes all required Passports in files for all scholars on his or her caseload in a timely fashion.

The teacher consistently meets requirements for service tracking requirements for all scholars on his or her caseload, as indicated in the 300 report.

The teacher consistently maintains and updates RSP record files with work samples, assessment data, anecdotal information, behavior logs and/or parent communication logs.

The teacher inconsistently maintains, monitors, or distributes required Passports in files for scholars on his or her caseload, or the teacher does so in an untimely fashion.

The teacher occasionally meets CNCA expectations for service tracking requirements for scholars on his or her caseload, as indicated in the 300 report.

The teacher does maintain and update RSP record files for all scholars, but does not maintain all needed components for all scholars (Section K, accommodations, etc.)

The teacher does not maintain, update, or distribute required Passports in files for scholars on his or her caseload.

The teacher consistently does not meet CNCA expectations for service tracking requirements for scholars on his or her caseload, as indicated in the 300 report.

The teacher does not maintain or update RSP records.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (5e) Family Engagement and Advocacy

### 5: Special Education Compliance

The teacher formally and informally engages with families of scholars with IEPs on a regular basis to ensure that parents are well informed of their rights in the special education process, and that parents are critical partners in the IEP team.

The teacher consistently produces interaction/communication or trainings that benefit parents of scholars with an IEP in areas including: understanding their child's progress, supporting their child at home, and effectively advocating for their child through the IEP process.

The teacher supports parents in building knowledge of the IEP process so that parents initiate and lead discussions regarding their child's IEP.

The teacher formally and informally engages with families of scholars with IEPs on a regular basis to ensure that parents are well informed of their rights in the special education process, and that parents are critical partners in the IEP team.

The teacher produces interaction/communication, parent teacher conferences, home visits, open house, email/text/phone parent square/ communication, or trainings that benefit parents of scholars with an IEP in areas including understanding their child's progress, supporting their child at home, and ways to effectively advocate for their child through the IEP process.

The teacher engages with families of scholars with IEPs on a regular basis but does not support parents in becoming well informed of their rights in the special education process.

The teacher produces interaction/communication, parent teacher conferences, home visits, open house, parent square/email/text/phone communication, or trainings that provide limited benefit to parents of scholars with an IEP.

The teacher does not regularly engage with families of scholars with IEP's outside of required meetings.

The teacher does not produce interaction/communication, parent teacher conferences, home visits, open house, parent square/email/phone/text communication, or trainings created to benefit parents of scholars with an IEP.



# CNCA Inclusion Growth Tool

**Distinguished**

**Proficient**

**Developing**

**Unsatisfactory**

## (5f) Transition Planning and Supports (applicable for 7<sup>th</sup>-12<sup>th</sup> staff only)

### 5: Special Education Compliance

A transition plan and services are drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) and appropriate, meaningful transition surveys and assessments were used in its development.

All activities for the ITP or transitional/vocational goals are documented and tracked for progress.

Exit IEP for 12<sup>th</sup> grade scholars include a Summary of Performance (SOP) and are conducted in a timely fashion before the last day of school. Copies of the SOP and IEP are provided to the parent and scholar. Information regarding the Office of Rehabilitation and the Office of Disabilities at the scholar's college (if applicable) are presented to parent and scholar at the Exit IEP.

A transition plan and services are drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) and appropriate, meaningful transition surveys and assessments were used in its development.

Exit IEP for 12<sup>th</sup> grade scholars include a Summary of Performance (SOP) and are conducted in a timely fashion before the last day of school.

All activities for the ITP or transitional/vocational goals are documented and tracked for progress.

A transition plan and services are drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) but appropriate, meaningful transitional surveys and assessments may not have been used in its development.

Exit IEP for 12<sup>th</sup> grade scholars do not include a Summary of Performance (SOP).

Activities for the ITP or transitional/vocational goals were not documented or tracked for progress. For scholars 14 or older.

IEP timelines are occasionally impacted by the lack of ITP completion prior to the meeting date.

A transition plan (ITP) is drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) but is drafted with errors and may not have appropriate transition surveys or assessments.

Exit IEPs are not being conducted for 12<sup>th</sup> grade scholars prior to the last day of school.

Activities for the ITP or transitional/vocational goals were not completed for scholars 14 or older.

IEP timelines are consistently impacted by the lack of ITP completion prior to the meeting date.

# Appendix B



## Teacher Professional Learning & Growth Plan (PLGP) 2021-2022 Template

### Professional Goal

Please use the space below to share 2 professional goals. (Ex: Ensure 80% of my lesson plans include high quality questions. OR Leave work by 3:30pm on Thursdays and Fridays to focus on personal health.)

### Student Achievement Goal

What BOY data did you use to create a student achievement goal?

Set an academic student achievement goal for the year.

#### EXAMPLE

*If I exceed my goal:* My students will average over 85% mastery on unit assessments.

*If I meet my goal:* My students will average at least 80% mastery on unit assessments.

*If I am approaching my goal:* My students will average at least 65% mastery on the unit assessments.

*If I do not meet my goal:* My students will average less than 65% mastery on the unit assessments.

Please use this space below to set an academic student achievement goal for the year.

*If I exceed my goal:*

*If I meet my goal:*

*If I am approaching my goal:*

*If I do not meet my goal:*



## **Teacher Professional Learning & Growth Plan (PLGP) 2021-2022 Template**

### **Teacher Growth Tool: Differentiated System**

Based on your experience level and previous evaluation scores, what level evaluation will you receive this year? (Light, Brief, Abridged, or Comprehensive)

According to the CNCA Teacher Growth Tool Differentiated System for 2021-2022, how many components will you be evaluated on this year? (All, 9, 8 or 6)

If you are not receiving a Comprehensive evaluation, which components do you and your coach agree will best support you in meeting your individual and school-wide goals this year?



**MEMORANDUM OF UNDERSTANDING BETWEEN  
CAMINO NUEVO CHARTER ACADEMY AND  
CAMINO NUEVO TEACHERS ASSOCIATION  
REGARDING TEACHER EVALUATIONS FOR THE 2021 - 2022 SCHOOL YEAR**

**October 19, 2021**

**WHEREAS**, the Camino Nuevo Charter Academy (“CNCA”) and the Camino Nuevo Teachers Association (“CNTA”) recognize the impact of returning to in person instruction during a pandemic on unit members and administrators for the 2021-2022 school year; and

**WHEREAS**, it is the desire of CNCA and CNTA (“the parties”) to continue to provide the highest quality instruction to and improve student learning of CNCA students and to strengthen the knowledge, skills, and practices of CNTA unit members by providing meaningful feedback and support throughout this year;

**NOW THEREFORE**, the parties agree to modify their 2021 - 2024 Collective Bargaining Agreement (“CBA”) regarding teacher evaluations described in Article 19 as follows:

1. The parties will temporarily modify the Teacher Evaluation process for unit members for the 2021-2022 school year.
2. The Teacher Evaluation process will be modified as follows:
  - a. Unit members receiving Comprehensive (Level 1) and Abridged (Level 2) evaluations will continue to engage in the full Teacher Growth Tool process, as outlined in the 21-22 CNCA Teacher Evaluation Guidebook (included as Appendix A).
  - b. Unit members receiving Brief (Level 3) and Light (Level 4) evaluations will engage in a modified process that will only require the completion of the Middle of the Year (MOY) Evaluation. All other terms and conditions of the 21-22 CNCA Teacher Evaluation Guidebook will apply.
  - c. Unit members receiving Brief (Level 3) or Light (Level 4) evaluations may receive an additional End of the Year (EOY) Evaluation upon request to their evaluator. Additionally, the unit member’s evaluator may add an EOY Evaluation should the evaluator determine that this would be beneficial to unit member or student growth. This decision (made by either party) must be communicated in writing by March 15, 2021.

This MOU is the product of unique circumstances and shall not constitute precedent for future interpretation or modification of the parties’ Collective Bargaining Agreement. It shall expire automatically of its own accord on June 30, 2022.

Date \_\_\_\_\_,

CAMINO NUEVO CHARTER ACADEMY

By: \_\_\_\_\_

Adriana Abich, CEO

CAMINO NUEVO TEACHERS ASSOCIATION

By: \_\_\_\_\_

Laura Farrel, President

DATE OF BOARD APPROVAL: \_\_\_\_\_

# Cover Sheet

## Change in ECEC's operating hours

**Section:** VI. Consent Agenda  
**Item:** C. Change in ECEC's operating hours  
**Purpose:**  
**Submitted by:**  
**Related Material:** ELC 06 Corrective Action 10 12 2021.pdf



**Early Childhood Campus (PreK)**  
661 S. Burlington Avenue  
Los Angeles, CA 90057  
Phone: 213-413-3838  
Fax: 213-483-1566

Dear Parents/Guardians,

This letter is to inform you that there will be a change in the weekly ECE school schedule beginning **Monday, November 1, 2021**. An update to the regulations from the California State Preschool Program (CSPP) requires that we make an adjustment to our schedule. As a result, Camino Nuevo Early Childhood Education Center will begin to offer 3 hours of instruction on Fridays for both AM and PM classes.

The revised schedule **beginning November 1, 2021** will be as follows:

Monday-Thursday

AM session – 8:00 am – 11:30 am

PM session – 12:30 pm – 4:00 pm

Friday

**AM session – 8:00 am – 11:00 am**

**PM session – 12:00 pm – 3:00 pm**

Thank you for making accommodations for the change in schedule. If you have any questions, please don't hesitate to contact me or your child's teacher at 213-413-3838.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karina Rodriguez'.

Karina Rodriguez

Interim Associate ECE Director/Lead Teacher- Star Room  
Camino Nuevo Early Childhood Education Center  
213-413-3838 Ext. 4107



**Early Childhood Campus (PreK)**

661 S. Burlington Avenue

Los Angeles, CA 90057

Phone: 213-413-3838

Fax: 213-483-1566

Estimados Padres/Encargados,

Esta carta es para informarle que habrá un cambio en el horario escolar semanal del pre-kínder a partir del **lunes, 1 de noviembre de 2021**. Una actualización por parte de las regulaciones del Programa Preescolar del Estado de California (por sus siglas en inglés, "CSPP") requiere que hagamos un ajuste en nuestro horario. Como resultado, el Centro de Educación Infantil de Camino Nuevo comenzará a ofrecer 3 horas de instrucción los viernes para las clases de la mañana y la tarde.

El calendario revisado **a partir del 1 de noviembre de 2021** será el siguiente:

De lunes a jueves

Sesión de la mañana – 8:00 am – 11:30 am

Sesione de la tarde – 12:30 pm – 4:00 pm

Viernes

Sesión de la mañana – 8:00 am – 11:00 am

Sesión de la tarde – 12:00 pm – 3:00 pm

Gracias por hacer arreglos para acomodar este cambio de horario. Si tiene alguna pregunta, por favor, no dude en comunicarse conmigo o con el maestro de su hijo al 213-413-3838.

Sinceramente,

A handwritten signature in black ink, appearing to read 'Karina Rodriguez'.

Karina Rodriguez

Directora Interina Asociada/Maestra Principal- Salón Estrella

Centro de Educación Infantil de Camino Nuevo

213-413-3838 Ext. 4107

# Cover Sheet

## ESSER III Plan and Budget Adoption

**Section:** VII. ESSER III Update  
**Item:** A. ESSER III Plan and Budget Adoption  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ESSER III Expenditure Plan CNCA 4 10 2021.pdf  
ESSER III Expenditure Plan CNHS 2 10 2021.pdf  
ESSER III Expenditure Plan CNCA 10 2021.pdf  
ESSER III Expenditure Plan CNCA 2 10 2021.pdf  
ESSER III Expenditure Plan CNCA 3 10 2021.pdf

California Department of Education  
June 2021

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title    | Email and Phone   |
|-------------------------------------|---------------------------|---|
| Camino Nuevo Charter Academy        | Charles Miller, Principal | <a href="mailto:Charles.Miller@Caminonuevo.org">Charles.Miller@Caminonuevo.org</a> (213) 413-4245 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                                 | Where the Plan May Be Accessed  |
|--|---|
| Local Control Accountability Plan          | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043</a>  |
| Expanded Learning Opportunities Grant Plan | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP > Expanded Learning Opportunities Grant Plan<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245</a> |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$2,340,496

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$675,537.46                                |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$950,642.64                                |
| Use of Any Remaining Funds   | \$ 717,518.24                               |

**Total ESSER III funds included in this plan**

\$2,343,698.34

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 academic success when their home and school share similar values about learning, develop positive relations, and 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.

As most of these funds will be used in the furtherance of improving student learning and COVID safety, the talking points for feedback echoes the topics that were discussed since last school year with the Learning Continuity and Attendance Plan as well as the LCAP. In addition, the plan was discussed during virtual school-based feedback sessions with families, written feedback was collected online via a Padlet survey, and a public CNCA board meeting.

A description of how the development of the plan was influenced by community input.

Stakeholder input and feedback assisted with the development of the plan by (1) assuring our focus on student and staff safety during on-campus in-person instruction, (2) prioritizing the instructional strategy to meet students where they are and accelerate their learning as they return to in-person instruction, (4) continuing the option of a remote learning option for our most vulnerable students and families, and (5) balancing our instructional pursuits with whole child and mental health needs. Since the ESSER funding and plan is one aspect of the CNCA pandemic recovery effort, stakeholder feedback has also influenced other plans, including our annual LCAP, Learning and Continuity and Attendance plan, Extended Learning Opportunity grant plan, etc.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$675,537.46

| Plan Alignment (if applicable) | Action Title                        | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| [Plan, Goal #, Action #]       | COVID Safety and Response           | Implementation of COVID-19 response plan to keep campus safe, including the hiring of a COVID-Operations Manager, facility upgrades, launch of a COVID-19 testing program, and additional material costs per health department guidance | \$473,375.70                          |
| [Plan, Goal #, Action #]       | Technology for Learning Flexibility | Investment in technology to ensure that students and staff are able to continue learning throughout pandemic, including devices, hotspots, network upgrades, etc.   | \$202,161.76                          |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$950,642.64

| Plan Alignment (if applicable) | Action Title                  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Tier 2 Academic Interventions | CNCA is hiring Intervention Lead Teachers on Special Assignment (TOSA) and/or Intervention Coordinators to manage Tier 2 academic intervention programming. The program consists of newly hired intervention teachers and teacher assistants who will work with students in small groups and targeted intervention courses in order to close data-based academic gaps. | \$836,838.18                          |
| [Plan, Goal #, Action #]       | Aligned Curriculum & PD       | A key lever in our academic strategy is to ensure that our students have access to high quality instructional materials for English Language Arts, Spanish Language Arts, and Science. In addition, educators will receive PD  | \$113,304.46                          |

| Plan Alignment (if applicable) | Action Title           | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|------------------------|---|---------------------------------------|
|                                |                        | to promote effective implementation of the curricular materials, as well as to promote the implementation of culturally-responsive pedagogy across the instructional day. |                                       |
| [Plan, Goal #, Action #]       | Mental Health Services | To meet the comprehensive needs of students we will provide individual and group mental health counseling and professional development about trauma informed practices    | \$500                                 |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$717,518.24

| Plan Alignment (if applicable) | Action Title              | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Independent Study         | Development and management of option for continued instruction via independent study programming             | \$111,491.64                          |
| [Plan, Goal #, Action #]       | Facilities and Operations | Investments in facilities that are necessary to maintain the operation of and continuity of services in LEAs | \$606,026.60                          |

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s)                                     | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Individual and group counseling sessions            | Mental Health Service Provider will provide ongoing services and track services  | Monthly  |
| Creating and Implementing trauma-informed practices | Progress will be monitored through attendance data, professional development and student feedback survey   | Attendance data is monitored monthly and the student feedback survey is administered twice annually. Professional development is ongoing |
| Tier 2 Academic Interventions                       | Intervention leads and school administrators will track the effectiveness of interventions through the use of formal and informal assessment. Our formal assessment is iReady, which is administered in English Reading, Spanish Reading, and Math in grades TK-12. Informal assessments are curriculum-based. | Quarterly  |
| Aligned Curriculum & PD                             | The effectiveness of curriculum and PD will be gauged via student achievement on the iReady assessments in ELA, SLA, and math.   | Three times a year (beginning, middle, and end of year)  |
| COVID Safety and Response                           | Data tracking of COVID-19 cases with appropriate, health department approved, responses  | Quarterly  |
| Technology for Learning Flexibility                 | Feedback from staff, students, and parents regarding the availability and accessibility to on-site and remote  | MOY and EOY Student, Staff, and Family Surveys   |

| <b>Action Title(s)</b> | <b>How Progress will be Monitored</b>  | <b>Frequency of Progress Monitoring</b> |
|------------------------|--|---|
|                        | technology during in-person instruction and temporary at-home learning periods |   |

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

California Department of Education  
June 2021

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title     | Email and Phone   |
|-------------------------------------|----------------------------|---|
| Camino Nuevo Charter Academy 2      | Mallory Baquero, Principal | <a href="mailto:Mallory.Baquero@Caminonuevo.org">Mallory.Baquero@Caminonuevo.org</a> (213) 736-5542 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                                 | Where the Plan May Be Accessed  |
|--|---|
| Local Control Accountability Plan          | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043</a>  |
| Expanded Learning Opportunities Grant Plan | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP > Expanded Learning Opportunities Grant Plan<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245</a> |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$2,108,844

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$253,248.58                                |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$ 1,601,313.79                             |
| Use of Any Remaining Funds   | \$ 272,906.04                               |

**Total ESSER III funds included in this plan**

\$2,127,468.41

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 academic success when their home and school share similar values about learning, develop positive relations, and 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.

As most of these funds will be used in the furtherance of improving student learning and COVID safety, the talking points for feedback echoes the topics that were discussed since last school year with the Learning Continuity and Attendance Plan as well as the LCAP. In addition, the plan was discussed during virtual school-based feedback sessions with families, written feedback was collected online via a Padlet survey, and a public CNCA board meeting.

A description of how the development of the plan was influenced by community input.

Stakeholder input and feedback assisted with the development of the plan by (1) assuring our focus on student and staff safety during on-campus in-person instruction, (2) prioritizing the instructional strategy to meet students where they are and accelerate their learning as they return to in-person instruction, (4) continuing the option of a remote learning option for our most vulnerable students and families, and (5) balancing our instructional pursuits with whole child and mental health needs. Since the ESSER funding and plan is one aspect of the CNCA pandemic recovery effort, stakeholder feedback has also influenced other plans, including our annual LCAP, Learning and Continuity and Attendance plan, Extended Learning Opportunity grant plan, etc.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$253,248.58

| Plan Alignment (if applicable) | Action Title                        | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| [Plan, Goal #, Action #]       | COVID Safety and Response           | Implementation of COVID-19 response plan to keep campus safe, including the hiring of a COVID-Operations Manager, facility upgrades, launch of a COVID-19 testing program, and additional material costs per health department guidance | \$241,528.58                          |
| [Plan, Goal #, Action #]       | Technology for Learning Flexibility | Investment in technology to ensure that students and staff are able to continue learning throughout pandemic, including devices, hotspots, network upgrades, etc.   | \$11,720.00                           |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,601,313.79

| Plan Alignment (if applicable) | Action Title                  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Tier 2 Academic Interventions | CNCA is hiring Intervention Lead Teachers on Special Assignment (TOSA) and/or Intervention Coordinators to manage Tier 2 academic intervention programming. The program consists of newly hired intervention teachers and teacher assistants who will work with students in small groups and targeted intervention courses in order to close data-based academic gaps. | \$1,365,182.07                        |
| [Plan, Goal #, Action #]       | Aligned Curriculum & PD       | A key lever in our academic strategy is to ensure that our students have access to high quality instructional materials for English Language Arts, Spanish Language Arts, and Science. In addition, educators will receive PD  | \$235,631.72                          |

| Plan Alignment (if applicable) | Action Title           | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|------------------------|---|---------------------------------------|
|                                |                        | to promote effective implementation of the curricular materials, as well as to promote the implementation of culturally-responsive pedagogy across the instructional day. |                                       |
| [Plan, Goal #, Action #]       | Mental Health Services | To meet the comprehensive needs of students we will provide individual and group mental health counseling and professional development about trauma informed practices    | \$500.00                              |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$272,906.04

| Plan Alignment (if applicable) | Action Title              | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Independent Study         | Development and management of option for continued instruction via independent study programming             | \$127,681.04                          |
| [Plan, Goal #, Action #]       | Facilities and Operations | Investments in facilities that are necessary to maintain the operation of and continuity of services in LEAs | \$145,225.00                          |

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s)                                     | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Individual and group counseling sessions            | Mental Health Service Provider will provide ongoing services and track services  | Monthly  |
| Creating and Implementing trauma-informed practices | Progress will be monitored through attendance data, professional development and student feedback survey   | Attendance data is monitored monthly and the student feedback survey is administered twice annually. Professional development is ongoing |
| Tier 2 Academic Interventions                       | Intervention leads and school administrators will track the effectiveness of interventions through the use of formal and informal assessment. Our formal assessment is iReady, which is administered in English Reading, Spanish Reading, and Math in grades TK-12. Informal assessments are curriculum-based. | Quarterly  |
| Aligned Curriculum & PD                             | The effectiveness of curriculum and PD will be gauged via student achievement on the iReady assessments in ELA, SLA, and math.   | Three times a year (beginning, middle, and end of year)  |
| COVID Safety and Response                           | Data tracking of COVID-19 cases with appropriate, health department approved, responses  | Quarterly  |
| Technology for Learning Flexibility                 | Feedback from staff, students, and parents regarding the availability and accessibility to on-site and remote  | MOY and EOY Student, Staff, and Family Surveys   |

| <b>Action Title(s)</b> | <b>How Progress will be Monitored</b>  | <b>Frequency of Progress Monitoring</b> |
|------------------------|--|---|
|                        | technology during in-person instruction and temporary at-home learning periods |   |

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

California Department of Education  
June 2021

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone   |
|-------------------------------------|-------------------------|---|
| Camino Nuevo Elementary #3          | Jay Laughlin, Principal | <a href="mailto:Jay.laughlin@Caminonuevo.org">Jay.laughlin@Caminonuevo.org</a><br>(323)370-7160 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                                 | Where the Plan May Be Accessed  |
|--|---|
| Local Control Accountability Plan          | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043</a>  |
| Expanded Learning Opportunities Grant Plan | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP > Expanded Learning Opportunities Grant Plan<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245</a> |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$2,648,928

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$632,342.30                                |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$1,706,365.87                              |
| Use of Any Remaining Funds   | \$348,546.34                                |

**Total ESSER III funds included in this plan**

\$2,687,254.51

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 academic success when their home and school share similar values about learning, develop positive relations, and 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.

As most of these funds will be used in the furtherance of improving student learning and COVID safety, the talking points for feedback echoes the topics that were discussed since last school year with the Learning Continuity and Attendance Plan as well as the LCAP. In addition, the plan was discussed during virtual school-based feedback sessions with families, written feedback was collected online via a Padlet survey, and a public CNCA board meeting.

A description of how the development of the plan was influenced by community input.

Stakeholder input and feedback assisted with the development of the plan by (1) assuring our focus on student and staff safety during on-campus in-person instruction, (2) prioritizing the instructional strategy to meet students where they are and accelerate their learning as they return to in-person instruction, (4) continuing the option of a remote learning option for our most vulnerable students and families, and (5) balancing our instructional pursuits with whole child and mental health needs. Since the ESSER funding and plan is one aspect of the CNCA pandemic recovery effort, stakeholder feedback has also influenced other plans, including our annual LCAP, Learning and Continuity and Attendance plan, Extended Learning Opportunity grant plan, etc.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$ 632,342.30

| Plan Alignment (if applicable) | Action Title                        | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| [Plan, Goal #, Action #]       | COVID Safety and Response           | Implementation of COVID-19 response plan to keep campus safe, including the hiring of a COVID-Operations Manager, facility upgrades, launch of a COVID-19 testing program, and additional material costs per health department guidance | \$532,575.30                          |
| [Plan, Goal #, Action #]       | Technology for Learning Flexibility | Investment in technology to ensure that students and staff are able to continue learning throughout pandemic, including devices, hotspots, network upgrades, etc.   | \$99,767.00                           |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,706,365.87

| Plan Alignment (if applicable) | Action Title                  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Tier 2 Academic Interventions | CNCA is hiring Intervention Lead Teachers on Special Assignment (TOSA) and/or Intervention Coordinators to manage Tier 2 academic intervention programming. The program consists of newly hired intervention teachers and teacher assistants who will work with students in small groups and targeted intervention courses in order to close data-based academic gaps. | \$1,441,076.00                        |
| [Plan, Goal #, Action #]       | Aligned Curriculum & PD       | A key lever in our academic strategy is to ensure that our students have access to high quality instructional materials for English Language Arts, Spanish Language Arts, and Science. In addition, educators will receive PD  | \$48,927.87                           |

| Plan Alignment (if applicable) | Action Title           | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|------------------------|---|---------------------------------------|
|                                |                        | to promote effective implementation of the curricular materials, as well as to promote the implementation of culturally-responsive pedagogy across the instructional day. |                                       |
| [Plan, Goal #, Action #]       | Mental Health Services | To meet the comprehensive needs of students we will provide individual and group mental health counseling and professional development about trauma informed practices    | \$216,362.00                          |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$348,546.34

| Plan Alignment (if applicable) | Action Title              | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Independent Study         | Development and management of option for continued instruction via independent study programming             | \$135,918.34                          |
| [Plan, Goal #, Action #]       | Facilities and Operations | Investments in facilities that are necessary to maintain the operation of and continuity of services in LEAs | \$212,628.00                          |

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s)                                     | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Individual and group counseling sessions            | Mental Health Service Provider will provide ongoing services and track services  | Monthly  |
| Creating and Implementing trauma-informed practices | Progress will be monitored through attendance data, professional development and student feedback survey   | Attendance data is monitored monthly and the student feedback survey is administered twice annually. Professional development is ongoing |
| Tier 2 Academic Interventions                       | Intervention leads and school administrators will track the effectiveness of interventions through the use of formal and informal assessment. Our formal assessment is iReady, which is administered in English Reading, Spanish Reading, and Math in grades TK-12. Informal assessments are curriculum-based. | Quarterly  |
| Aligned Curriculum & PD                             | The effectiveness of curriculum and PD will be gauged via student achievement on the iReady assessments in ELA, SLA, and math.   | Three times a year (beginning, middle, and end of year)  |
| COVID Safety and Response                           | Data tracking of COVID-19 cases with appropriate, health department approved, responses  | Quarterly  |
| Technology for Learning Flexibility                 | Feedback from staff, students, and parents regarding the availability and accessibility to on-site and remote  | MOY and EOY Student, Staff, and Family Surveys   |

| <b>Action Title(s)</b> | <b>How Progress will be Monitored</b>  | <b>Frequency of Progress Monitoring</b> |
|------------------------|--|---|
|                        | technology during in-person instruction and temporary at-home learning periods |   |

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

California Department of Education  
June 2021

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title     | Email and Phone  |
|-------------------------------------|----------------------------|--|
| Camino Nuevo Charter Academy 4      | Melissa Mendoza, Principal | <a href="mailto:Melissa.Mendoza@Caminonuevo.org">Melissa.Mendoza@Caminonuevo.org</a> (213)353-5300 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                                 | Where the Plan May Be Accessed  |
|--|---|
| Local Control Accountability Plan          | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043</a>  |
| Expanded Learning Opportunities Grant Plan | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP > Expanded Learning Opportunities Grant Plan<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245</a> |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$1,951,101

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$346,868.00                                |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$1,343,099.95                              |
| Use of Any Remaining Funds   | \$271,831.18                                |

**Total ESSER III funds included in this plan**

\$1,961,799.13

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 academic success when their home and school share similar values about learning, develop positive relations, and 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.

As most of these funds will be used in the furtherance of improving student learning and COVID safety, the talking points for feedback echoes the topics that were discussed since last school year with the Learning Continuity and Attendance Plan as well as the LCAP. In addition, the plan was discussed during virtual school-based feedback sessions with families, written feedback was collected online via a Padlet survey, and a public CNCA board meeting.

A description of how the development of the plan was influenced by community input.

Stakeholder input and feedback assisted with the development of the plan by (1) assuring our focus on student and staff safety during on-campus in-person instruction, (2) prioritizing the instructional strategy to meet students where they are and accelerate their learning as they return to in-person instruction, (4) continuing the option of a remote learning option for our most vulnerable students and families, and (5) balancing our instructional pursuits with whole child and mental health needs. Since the ESSER funding and plan is one aspect of the CNCA pandemic recovery effort, stakeholder feedback has also influenced other plans, including our annual LCAP, Learning and Continuity and Attendance plan, Extended Learning Opportunity grant plan, etc.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$ 346,868.00

| Plan Alignment (if applicable) | Action Title                        | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| [Plan, Goal #, Action #]       | COVID Safety and Response           | Implementation of COVID-19 response plan to keep campus safe, including the hiring of a COVID-Operations Manager, facility upgrades, launch of a COVID-19 testing program, and additional material costs per health department guidance | \$196,418.00                          |
| [Plan, Goal #, Action #]       | Technology for Learning Flexibility | Investment in technology to ensure that students and staff are able to continue learning throughout pandemic, including devices, hotspots, network upgrades, etc.   | \$150,450.00                          |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,343,099.95

| Plan Alignment (if applicable) | Action Title                  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Tier 2 Academic Interventions | CNCA is hiring Intervention Lead Teachers on Special Assignment (TOSA) and/or Intervention Coordinators to manage Tier 2 academic intervention programming. The program consists of newly hired intervention teachers and teacher assistants who will work with students in small groups and targeted intervention courses in order to close data-based academic gaps. | \$1,136,574.00                        |
| [Plan, Goal #, Action #]       | Aligned Curriculum & PD       | A key lever in our academic strategy is to ensure that our students have access to high quality instructional materials for English Language Arts, Spanish Language Arts, and Science. In addition, educators will receive PD  | \$91,781.95                           |

| Plan Alignment (if applicable) | Action Title           | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|------------------------|---|---------------------------------------|
|                                |                        | to promote effective implementation of the curricular materials, as well as to promote the implementation of culturally-responsive pedagogy across the instructional day. |                                       |
| [Plan, Goal #, Action #]       | Mental Health Services | To meet the comprehensive needs of students we will provide individual and group mental health counseling and professional development about trauma informed practices    | \$101,244.00                          |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$271,831.18

| Plan Alignment (if applicable) | Action Title              | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Independent Study         | Development and management of option for continued instruction via independent study programming             | \$111,113.18                          |
| [Plan, Goal #, Action #]       | Facilities and Operations | Investments in facilities that are necessary to maintain the operation of and continuity of services in LEAs | \$160,718.00                          |

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s)                                     | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Individual and group counseling sessions            | Mental Health Service Provider will provide ongoing services and track services  | Monthly  |
| Creating and Implementing trauma-informed practices | Progress will be monitored through attendance data, professional development and student feedback survey   | Attendance data is monitored monthly and the student feedback survey is administered twice annually. Professional development is ongoing |
| Tier 2 Academic Interventions                       | Intervention leads and school administrators will track the effectiveness of interventions through the use of formal and informal assessment. Our formal assessment is iReady, which is administered in English Reading, Spanish Reading, and Math in grades TK-12. Informal assessments are curriculum-based. | Quarterly  |
| Aligned Curriculum & PD                             | The effectiveness of curriculum and PD will be gauged via student achievement on the iReady assessments in ELA, SLA, and math.   | Three times a year (beginning, middle, and end of year)  |
| COVID Safety and Response                           | Data tracking of COVID-19 cases with appropriate, health department approved, responses  | Quarterly  |
| Technology for Learning Flexibility                 | Feedback from staff, students, and parents regarding the availability and accessibility to on-site and remote  | MOY and EOY Student, Staff, and Family Surveys   |

| <b>Action Title(s)</b> | <b>How Progress will be Monitored</b>  | <b>Frequency of Progress Monitoring</b> |
|------------------------|--|---|
|                        | technology during in-person instruction and temporary at-home learning periods |   |

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

California Department of Education  
June 2021

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title    | Email and Phone  |
|-------------------------------------|---------------------------|--|
| Camino Nuevo High School 2          | Lawrence Boone, Principal | <a href="mailto:Lawrence.Boone@Caminonuevo.org">Lawrence.Boone@Caminonuevo.org</a> (213)736-5566 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                                 | Where the Plan May Be Accessed  |
|--|---|
| Local Control Accountability Plan          | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2196043</a>  |
| Expanded Learning Opportunities Grant Plan | <a href="http://www.caminonuevo.org">www.caminonuevo.org</a> > About Us tab> 2021-2022 LCAP > Expanded Learning Opportunities Grant Plan<br><a href="https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245">https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&amp;type=d&amp;pREC_ID=2260245</a> |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$1,510,711

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$443,028.25                                |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$929,793.42                                |
| Use of Any Remaining Funds   | \$141,299.00                                |

**Total ESSER III funds included in this plan**

\$1,514,120.67

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 academic success when their home and school share similar values about learning, develop positive relations, and 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.

As most of these funds will be used in the furtherance of improving student learning and COVID safety, the talking points for feedback echoes the topics that were discussed since last school year with the Learning Continuity and Attendance Plan as well as the LCAP. In addition, the plan was discussed during virtual school-based feedback sessions with families, written feedback was collected online via a Padlet survey, and a public CNCA board meeting.

A description of how the development of the plan was influenced by community input.

Stakeholder input and feedback assisted with the development of the plan by (1) assuring our focus on student and staff safety during on-campus in-person instruction, (2) prioritizing the instructional strategy to meet students where they are and accelerate their learning as they return to in-person instruction, (4) continuing the option of a remote learning option for our most vulnerable students and families, and (5) balancing our instructional pursuits with whole child and mental health needs. Since the ESSER funding and plan is one aspect of the CNCA pandemic recovery effort, stakeholder feedback has also influenced other plans, including our annual LCAP, Learning and Continuity and Attendance plan, Extended Learning Opportunity grant plan, etc.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

\$ 443,028.25

| Plan Alignment (if applicable) | Action Title                        | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| [Plan, Goal #, Action #]       | COVID Safety and Response           | Implementation of COVID-19 response plan to keep campus safe, including the hiring of a COVID-Operations Manager, facility upgrades, launch of a COVID-19 testing program, and additional material costs per health department guidance | \$328,868.25                          |
| [Plan, Goal #, Action #]       | Technology for Learning Flexibility | Investment in technology to ensure that students and staff are able to continue learning throughout pandemic, including devices, hotspots, network upgrades, etc.   | \$114,160.00                          |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$929,793.42

| Plan Alignment (if applicable) | Action Title                  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Tier 2 Academic Interventions | CNCA is hiring Intervention Lead Teachers on Special Assignment (TOSA) and/or Intervention Coordinators to manage Tier 2 academic intervention programming. The program consists of newly hired intervention teachers and teacher assistants who will work with students in small groups and targeted intervention courses in order to close data-based academic gaps. | \$575,387.60                          |
| [Plan, Goal #, Action #]       | Aligned Curriculum & PD       | A key lever in our academic strategy is to ensure that our students have access to high quality instructional materials for English Language Arts, Spanish Language Arts, and Science. In addition, educators will receive PD  | \$89,254.44                           |

| Plan Alignment (if applicable) | Action Title           | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|------------------------|---|---------------------------------------|
|                                |                        | to promote effective implementation of the curricular materials, as well as to promote the implementation of culturally-responsive pedagogy across the instructional day. |                                       |
| [Plan, Goal #, Action #]       | Mental Health Services | To meet the comprehensive needs of students we will provide individual and group mental health counseling and professional development about trauma informed practices    | \$265,151.38                          |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$141,299.00

| Plan Alignment (if applicable) | Action Title              | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| [Plan, Goal #, Action #]       | Facilities and Operations | Investments in facilities that are necessary to maintain the operation of and continuity of services in LEAs | \$141,299.00                          |

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s)                                     | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Individual and group counseling sessions            | Mental Health Service Provider will provide ongoing services and track services  | Monthly  |
| Creating and Implementing trauma-informed practices | Progress will be monitored through attendance data, professional development and student feedback survey   | Attendance data is monitored monthly and the student feedback survey is administered twice annually. Professional development is ongoing |
| Tier 2 Academic Interventions                       | Intervention leads and school administrators will track the effectiveness of interventions through the use of formal and informal assessment. Our formal assessment is iReady, which is administered in English Reading, Spanish Reading, and Math in grades TK-12. Informal assessments are curriculum-based. | Quarterly  |
| Aligned Curriculum & PD                             | The effectiveness of curriculum and PD will be gauged via student achievement on the iReady assessments in ELA, SLA, and math.   | Three times a year (beginning, middle, and end of year)  |
| COVID Safety and Response                           | Data tracking of COVID-19 cases with appropriate, health department approved, responses  | Quarterly  |
| Technology for Learning Flexibility                 | Feedback from staff, students, and parents regarding the availability and accessibility to on-site and remote  | MOY and EOY Student, Staff, and Family Surveys   |

| <b>Action Title(s)</b> | <b>How Progress will be Monitored</b>  | <b>Frequency of Progress Monitoring</b> |
|------------------------|--|---|
|                        | technology during in-person instruction and temporary at-home learning periods |   |

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021