

One Time Supplement Question	Response
<p>1 A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).</p>	<p>We engaged educational partners on the use of funds through a comprehensive input process in teacher development meetings, SBC and Parent Coffees, and Board Meetings. These input sessions were broad, related to comprehensive needs and planned actions at the site. LEA leaders then applied this input to both the LCAP and the additional Budget Act funds not included in the LCAP, which was possible because our Budget Act expenditures support the LCAP goals.</p>
<p>2 A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.</p>	<p>The LEA used additional concentration grant funds to hire academic intervention staff, campus aides, and electives teachers. All three groups of staff members work directly with students, and for purposes connect to pandemic recovery. Intervention staff (teachers and teachers' aides) provide targeted programming to address learning gaps, campus aides provide increased supervision to support with safety protocols and the readjustment to in-person school, and electives teachers allow core teachers to have increased planning time and therefore craft higher quality lessons.</p>
<p>3 A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.</p>	<p>The additional intervention staff members are part of a comprehensive academic intervention approach aimed to support recovery from the academic impacts of the COVID-19 pandemic and distance learning. Intervention teachers and teachers' aides provide instruction to students who are below grade level in reading, math, and/or English Language Development. They do so in the context of small group instruction, high dosage tutoring, and intervention courses built into the school day.</p>
<p>4 A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.</p>	<p>While nearly all positions described above are now filled, hiring for these new positions during a time when many are leaving the field of education has been difficult. The job market has been incredibly competitive for employers, and so we were not able to implement all of our plans as quickly as we envisioned. Moreover, we have implemented intervention programming within the context of the readjustment to in-person school and added challenges of implementing COVID safety protocols, including weekly PCR testing, isolating, contact tracing, and quarantining. Despite these challenges, we have seen some successes, particularly as measured by academic growth for those who were the farthest behind. We have reduced the percent of students reading two or more years below grade level from 65 to 52 percent since the beginning of the school year. The percent of students performing two or more grade levels behind in math has similarly reduced from 63 to 46 percent. This is due in large part to the additional intervention staff funded by the Rescue Plan and Emergency Relief plan.</p>

5	<p>A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.</p>	<p>Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tier 1) strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagement and culture goals, which our increased campus aide and elective teacher expenditures support.</p>
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LCAP Metric	CASEIS
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	10.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	6.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	79.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	87.8%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	0.0%
Suspension Rate	0.0%
Expulsion Rate	0.0%
Local Indicator: Student survey question: "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	68.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected

Local Control and Accountability Plan

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

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

Goals and Actions - 12/30/21 YTD EXPENDITURE UPDATE

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
1	Provide necessary standards-aligned curriculum	<p>Dedicated PD and professional learning time on implementation of standards-based instruction leveraging existing or new curriculum. Process for backwards planning and prioritizing instruction based on standards-based expectations for students within units/modules</p> <p>Utilize Professional Learning Communities (PLC) training for teachers to develop tools thatwill help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs.</p> <p>Offer summer professional collaboration timewith new curriculum launch for ELA</p> <p>Support students in demonstrating proficiencyon the ELPAC to facilitate reclassification.</p> <p>Review/Revise pacing plans within PD and weekly/biweekly coaching</p>	<p>1. Teacher stipends 1175 - \$70,000 3000 - \$17,500</p> <p>2. Buyback days 1175 - \$21,460 3000 - \$5,365</p>	Sonia – can you review our stipends to see how much we are allocating? I believe we are less than the total of 97,500 listed.	\$22,125

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	<p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child’s educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high- need student groups in order to ensure a seamless collaboration between school and home.</p> <p>Building capacity of families to support students with personalized online learning platforms that can equip students with pre-requisite learning needed to effectively engage in classroom instruction on grade level standards.</p>	<p>AP Salary and benefits 1300 - \$480,770 3000 - \$120,193</p>		<p>\$312,257 Expenses on track</p>
3	Provide elective courses	<p>The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.</p> <p>Intervention teachers and classes will be scheduled to provide targeted supports based on student needs (from data) that will complement the classroom-based instruction for math and ELA</p> <p>We will have full time art teachers at CAS and EIS so that students have opportunity to take Art during regular school day.</p> <p>The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students’ learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies.</p> <p>Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p>	<p>1. Intervention teachers salary and benefits 1110 - \$124,548 2131 - \$139,550 3000 - \$66,025</p> <p>2. Art Teacher (1 CAS, 1 EIS) 1110 - \$62,274 3000 - \$15,569</p> <p>3. APs Salary and benefits 1300 - \$480,770 (repeated) 3000 - \$120,193 (repeated)</p>	<p>Our intervention teachers at CAS were hired after start of school year. David Bautista stepped into the intervention classified teacher role mid first semester and Diana Avila stepped into the Intervention teacher role in December.</p>	<p>\$138,779 Lower than planned due to open positions and changes in staff</p>

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	<p>Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.</p> <p>Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co-teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level.</p> <p>Title II Staff tuition reimbursement. CNCA reimburse teachers up to \$4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential.</p> <p>Cas Eis partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices.</p> <p>Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction.</p> <p>Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.</p> <p>Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)</p> <p>Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom</p> <p>Train and develop all teachers around an aligned vision for active engagement in the classroom</p> <p>Title III The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners</p>	<p>Federal Funding sources: Title I Title II Title III Title IV</p> <p>TI - % teacher time for ELA 1110 - \$214,909 3000 - \$53,727 Teacher Assistants 2111 - \$62,408 3000 - \$15,602</p> <p>TII – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - \$8,000 5852 - \$33,938</p> <p>TIII – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - \$35,138 4311 - \$10,185</p> <p>TIV – Ethnic studies materials, PD, stipends 1175 - \$4,000 3000 - \$1,000</p> <p>College Field Trip 5812 - \$12,000</p> <p>STEM Scopes online subscription</p> <p>STEM Supplies 4111 - \$9,678</p>	<p>With COVID, I'm not sure if we'll still be able to go forward with college field trip of 12,000</p> <p>TAs were hired so that not all TAs began on day 1 – this may impact expenditures as these will be reduced for later start dates for some of our TAs.</p> <ul style="list-style-type: none"> - 1 TA transitioned to teacher role in September (Hernandez in 6th math) - TAs hired later for CAS 	<p>\$122,170</p> <p>Expenses on track to spend, YTD lower due to staffing changes</p>

		<p>Rosetta Stone Foundations is supplemental instructional software used in an interventioncontext for English language learners.</p> <p>Title IV Purchase instructional materials, fund external professional development, and award stipendsfor leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p> <p>STEMScopes/STEM Materials – ImplementNGSS-aligned curriculum</p> <p>Fund college exploration activities such as fieldtrips to university campuses.</p>			
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Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Ensure adequate school facility operations	<p>Ensure the school’s classrooms and offices have adequatesupplies and equipment</p> <p>Purchase Video Surveillance System to increase school safety andsecurity.</p> <p>Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school’s high-quality HVAC system,and ensure an adequate facility location.</p> <p>Contract external custodial “night crew” in addition to our staffcustodians to ensure a clean and healthy facility.</p>	<p>Capital Improvements Vendor Repairs 5631 - \$69,000</p> <p>HVAC Maintenance 5599 - \$17,532</p> <p>Custodial (internal/contracted) 2200 - \$136,206 3000 - \$34,052 5531 - \$96,000</p> <p>Non-Capitalizedequipment 4411 - \$27,444</p> <p>25% of rent 5611 - \$54,732</p> <p>Office supplies 4351 - \$31,200</p>	I don’t think we’ve moved forward on video surveillance system purchase yet.	\$230,753 Expenses on track

2	Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<p><u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population.</p> <p>School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>School leadership team will ensure students have access to a variety of classes outside the core content areas. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners.</p> <p>The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions, including targeted supports for high-needs students</p> <p>The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered many challenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resource for assistance and support.</p>	<div>1. PE, Scienceteacher salary and benefits listed here. 1110 - \$122,1303000 - \$30,533</div> <div>2. PNEDG cost5881 - \$1,167,217</div> <div>3. Books 4211 - \$1,000</div> <div>4. Software5861 - \$35,075</div> <div>5. SOM salary and benefits2400 - \$128,8353000 - \$32,209</div>		\$465,015 Expenses on track
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		<p>School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.</p> <p>Castellanos and Eisner each have a facilities maintenance plan andschool facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.</p> <p><u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science)</p> <p>Purchase Books and materials for professional study</p> <p><u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior</p>			
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Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
1	Leverage school staff across departments to foster positivepupil engagement	<p>Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families.</p> <p>The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as wellas to provide support for students who are struggling due to poor family engagement.</p> <p>The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practicesin order to effectively partner with the families of English Learners</p> <p>Host quarterly student success team meetings for students with less than proficient attendance.</p> <p>The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative.</p>	<p>FSC salary and benefits 2400 - \$57,857 3000 - \$14,464</p> <p>Registrars salary and benefits 2400 - \$75,690 3000 - \$18,923</p> <p>Front office clerks/staff positions salary and benefits 2400 - \$96,048 3000 - \$24,012</p>		<p>\$136,322</p> <p>Expenses on track</p>

2	Provide student-facing supports across the school community to improve schoolclimate	<p>Tier 1: Develop schoolwide shared best practices for creating and sustaining positive classroom culture. Behavior management system designed to maximize learning opportunities for all students (safe and supportive for all, interventions by teacher to facilitate students in improving behaviors so they contribute to collective success, process for referral for outside support to Tier 2-3 response)</p> <p>Purchase and implement SEL curriculum vertically aligned K-8 for students (Second Step)</p> <p>Hire Nurse Clerk to work across both CAS and EIS campuses to provide responsive health support for illnesses and injuries as they arise</p> <p>Add licensed mental health clinician to work acrossboth campuses</p> <p>Tier 2-3: Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been,or are at risk of being suspended or expelled.</p> <p>Ensure students safety and appropriate supervisionby campus aides by increasing number of campus aides at each campus</p> <p>Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture</p> <p>Partner with outside agencies to provide extracurricular opportunities</p>	<p>Campus aides salaryand benefits 2900 - \$183,868</p> <p>ASES 5844 - \$177,559</p> <p>Responsive Classroom 5211 - \$597</p>	<p>We initially planned for one health clerk FT across both sites. We've shifted to having one FT at EIS and 2 PT at CAS. This was from grant funding that Chantavia secured, I believe.</p>	<p>\$189,629 Expenses on track</p> <p>Health Clerks hired and funded with one-time COVID funds</p>
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