



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on June 16, 2023 at 1:51 PM PDT

Date and Time

Tuesday June 20, 2023 at 4:00 PM PDT

Location

3500 W. Temple St., Los Angeles, CA 90026

This meeting is open to the public at the CNHS Dalzell Lance Auditorium at 3500 W. Temple St., Los Angeles, CA 90004.

The board meeting is also accessible at every CNCA Campus via teleconference connection:

CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057

CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020

CNCA Jose A. Castellanos 1723 W. Cordova St., Los Angeles, CA 90007

CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006

CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

Members of the public who wish to address the Board may make public comment at any of the meeting locations. Public comments are limited to 2 minutes each. The Board Chair has the discretion to modify the amount of time allotted for public comment if they deem it necessary. Brown Act regulations restrict the Board from discussing or taking action on any subject presented that is not on the agenda.

The CNCA Board can also be contacted via email at cnca.board@caminonuevo.org.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Record Attendance		Elena Lopez	1 m
B. Call the Meeting to Order		David Gidlow	1 m
C. Chair Announcements		David Gidlow	5 m
II. Approve Minutes			4:07 PM
A. Approve 5-9-2023 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:08 PM
A. 2-Minute Limit per Speaker			5 m
IV. Consent Agenda			4:13 PM
A. SY 23-24 CNCA Regular Board Meeting Schedule	Vote	David Gidlow	1 m
B. Declaration of Need	Vote	Margaret Domingo	1 m
<p>The Declaration of Need (DON) is a document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. All employing local education agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. The DON CL-500 form requires annual Board approval and must be on file with the California Commission on Teacher Credentialing at the start of each fiscal year.</p>			
C. SY 23-24 CNCA Employee Handbook	Vote	Margaret Domingo	1 m
<p>Requesting approval on the updated CNCA Employee Handbook for the SY 23-24 school year.</p>			
D. Land Care Contract	Vote	Carla Rivera	1 m
E. SY 23-24 Student and Family Handbook	Vote	Jeannette Sandoval	1 m
<p>Approval for the Student and Family handbook for the SY 23-24 school year.</p>			

	Purpose	Presenter	Time
F. SY 23-24 Independent Study Policy	Vote	Jeannette Sandoval	1 m
Approval for the Independent Study Policy for the SY 23-24 school year.			
G. Title I School-Level Parental Involvement Policy	Vote	Jessica Cuellar	1 m
V. Contracts and Leases 4:20 PM			
A. Meal Provider RFP	Vote	Natasha Barriga	4 m
B. SY 23-24 TNTP Services Agreement	Vote	Rachel Hazlehurst	4 m
CNCA is requesting approval of a new contract between CNCA #1, CNCA #3, and TNTP to continue and enhance the Spanish foundational reading skills work previously funded by the Emerging Bilingual Collaborative grant.			
C. Think Together MOU Term 2023-2028	Vote	Rachel Hazlehurst	4 m
D. Update Lease for Burlington Campus	Vote	Adriana Abich	1 m
E. Updated Lease for Dalzell Campus	Vote	Adriana Abich	1 m
F. Updated Lease for Eisner Campus	Vote	Adriana Abich	1 m
G. Final Lease Analysis	FYI	Adriana Abich	4 m
H. School Support Services Agreement: School Site Technicians	Vote	Margaret Domingo	4 m
I. MOU between CNCA and CNTA changing the definition of "Years of Teaching Experience" in the CBA	Vote	Margaret Domingo	4 m
CNCA is asking the Board's Approval of the MOU between CNCA and CNTA.			
VI. Presentation of SY 22-23 Local Indicators 4:47 PM			
A. Presentation of SY 22-23 Local Indicators	Vote	Natasha Barriga	6 m
CNCA's Board of Directors, annually at the same meeting where the LCAP is presented, will review the current year's Local Indicator Report. The Local Indicators include: Basic Conditions of Learning, Implementation of State Academic Standards, Parental Involvement and Family Engagement, School Climate, Access to a Broad Course of Study. CNCA self-reports whether they have met or not met the requirements of the Local Indicator and publish this information on the CA Dashboard in August/September.			

	Purpose	Presenter	Time
VII. LCAP Approval			4:53 PM
A. Approval of LCAPs for Burlington, Castellanos-Eisner, Cisneros, Dalzell Lance, Kayne Siart	Vote	Natasha Barriga	10 m
<p>The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs. CNCA's Board will review and approve LCAPs for the following schools: Burlington, Castellanos-Eisner, Cisneros, Dalzell Lance, Kayne Siart.</p>			
VIII. Financials			5:03 PM
A. CNCA Arts & Music Spending Plan(s) : CNCA #1, CNCA # 2, CNCA #3, CNCA#4, CNHS #2	Vote	Nancy Cabrel	5 m
B. April Financials	FYI	Sonia Oliva	5 m
C. Approval of SY 23-24 budget (Preliminary Budget for LAUSD)	Vote	Sonia Oliva	5 m
D. EPA Spending Plan	Vote	Sonia Oliva	1 m
IX. Student and Family Services Updates			5:19 PM
A. Enrollment updates	FYI	Crystal Day	5 m
<p>The Director of Strategic Enrollment will be presenting an update on our anticipated enrollment for the 23-24 school year along with more information about the summer strategy.</p>			
B. Attendance Update	FYI	Jeannette Sandoval	5 m
<p>The Director of Student Experience will be presenting an update on the attendance strategies for the 22-23 school year. She will also be sharing the Attendance Improvement Strategy for the 23-24 school year.</p>			
X. CEO Updates			5:29 PM
A. CEO Updates	FYI	Adriana Abich	10 m
XI. Board Member Elections			5:39 PM

	Purpose	Presenter	Time
A. Election of New Board Member	Vote	David Gidlow	3 m
B. Election of Board Members for New Terms	Vote	David Gidlow	3 m
C. Election of Officers and Chair of the Board	Vote	David Gidlow	3 m
XII. Closing Items			5:48 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 5-9-2023 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. Approve 5-9-2023 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on May 9, 2023

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday May 9, 2023 at 4:00 PM

Location

3500 W Temple St., Los Angeles, CA 90004

This meeting is open to the public at the CNHS Dalzell Lance Auditorium at 3500 W. Temple St., Los Angeles, CA 90004.

The board meeting is also accessible at every CNCA Campus via teleconference connection:

CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057

CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020

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CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006

CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

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The CNCA Board can also be contacted via email at cnca.board@caminonuevo.org.

Directors Present

C. Garcia Alvarado, C. Smet, D. Gidlow, E. Lopez, G. Flores, T. Powers

Directors Absent

J. Ortega, L. Jennings

Directors who arrived after the meeting opened

G. Flores

Guests Present

A. Abich, J. Cohn

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday May 9, 2023 at 4:05 PM.

II. Approve Minutes

A. Approve 4-12-2023 CNCA Regular Board Meeting Minutes

C. Smet made a motion to approve the minutes from CNCA Regular Board Meeting (Rescheduled from 3/21/23) on 04-12-23.

T. Powers seconded the motion.

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

Roll Call

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

III. Public Comment

A. 2 - Minute limit per speaker

The following educators addressed the board meeting:

- Laura Farrel, President of CNTA, from the Dalzell-Lance campus

- Marquetta Nolen, 2nd grade teacher from the Kayne Siart campus
- Jacob Abriel, 7/8th grade teacher from the Eisner campus
- Charleen Mendoza, 4th grade teacher from the Castellanos campus
- Michelle Vasquez, teacher from the Castellanos campus

IV. Consent Agenda

A. MOU: 2023-24 Dual Language Program Expansion (BCLAD)

C. Smet made a motion to approve the Dual Language Program Expansion (BCLAD).

T. Powers seconded the motion.

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

Roll Call

J. Ortega	Absent
L. Jennings	Absent
C. Garcia Alvarado	Aye
T. Powers	Aye
E. Lopez	Aye
C. Smet	Aye
D. Gidlow	Aye
G. Flores	Absent

B. SY 2023-2024 Academic Calendar

C. Smet made a motion to approve SY 2023-2024 Academic Calendar.

T. Powers seconded the motion.

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

Roll Call

T. Powers	Aye
J. Ortega	Absent
G. Flores	Absent
E. Lopez	Aye
D. Gidlow	Aye
C. Smet	Aye
L. Jennings	Absent
C. Garcia Alvarado	Aye

G. Flores arrived at 4:39 PM.

C. Adopt a CNCA Gift Policy

C. Smet made a motion to approve the CNCA gift policy.

T. Powers seconded the motion.

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

Roll Call

G. Flores	Absent
E. Lopez	Aye

Roll Call

C. Smet	Aye
L. Jennings	Absent
C. Garcia Alvarado	Aye
D. Gidlow	Aye
T. Powers	Aye
J. Ortega	Absent

D. EL Support Services Agreement

C. Smet made a motion to approve the EL support services agreement.

D. Gidlow seconded the motion.

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

Roll Call

D. Gidlow	Aye
G. Flores	Absent
T. Powers	Aye
E. Lopez	Aye
C. Garcia Alvarado	Aye
J. Ortega	Absent
C. Smet	Aye
L. Jennings	Absent

V. Financials

A. February 2023 Financials

Sonia Oliva shared February 2023 financials.

B. Fiscal Year 2021-2022 990 Tax Return

Sonia Oliva shared Fiscal Year 2021-2022 990 Tax Return.

C. Finance Committee Update

David Gidlow reported there are no Finance Committee updates since the prior BOD meeting.

VI. CEO Update

A. CEO Update

Adriana Abich shared CEO updates.

VII. Academics

A. CAO Update

Rachel Hazlehurst, Monzie Pasos and Lindsey Rojas shared updates on expanded learning programming (academic and enrichment).

VIII. 8th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

A. 8th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

C. Smet made a motion to approve the 8th amended limited services agreement with Pueblo Nuevo Education and Development Group.

G. Flores seconded the motion.

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

Roll Call

T. Powers	Aye
G. Flores	Aye
L. Jennings	Absent
J. Ortega	Absent
C. Garcia Alvarado	Aye
C. Smet	Aye
D. Gidlow	Aye
E. Lopez	Aye

IX. Janitorial Bids for Dalzell, Cisneros, Kayne, Burlington, and Castellanos

A. Janitorial Bids for Dalzell, Cisneros, Kayne, Burlington, and Castellanos

C. Smet made a motion to approve Janitorial bids for CNCA campuses.

E. Lopez seconded the motion.

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

Roll Call

E. Lopez	Aye
T. Powers	Aye
L. Jennings	Absent
C. Garcia Alvarado	Aye
J. Ortega	Absent
G. Flores	Aye
C. Smet	Aye
D. Gidlow	Aye

X. Election of New Board Members

A. Juan Hernandez

D. Gidlow made a motion to elect Juan Hernandez to the CNCA board.

C. Smet seconded the motion.

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

Roll Call

C. Garcia Alvarado	Aye
G. Flores	Aye
L. Jennings	Absent
E. Lopez	Aye
T. Powers	Aye
J. Ortega	Absent
D. Gidlow	Aye
C. Smet	Aye

B. Ronnie Arenas

D. Gidlow made a motion to elect Ronnie Arenas to the CNCA board.

G. Flores seconded the motion.

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

Roll Call

D. Gidlow	Aye
L. Jennings	Absent
J. Ortega	Absent
G. Flores	Aye
T. Powers	Aye
E. Lopez	Aye
C. Smet	Aye
C. Garcia Alvarado	Aye

XI. Closing Items

A. Adjourn Meeting

C. Smet made a motion to adjourn the meeting.

D. Gidlow seconded the motion.

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

Roll Call

T. Powers	Aye
J. Ortega	Absent
D. Gidlow	Aye
L. Jennings	Absent
E. Lopez	Aye
G. Flores	Aye
C. Smet	Aye
C. Garcia Alvarado	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:27 PM.

Respectfully Submitted,
E. Lopez

Coversheet

SY 23-24 CNCA Regular Board Meeting Schedule

Section: IV. Consent Agenda
Item: A. SY 23-24 CNCA Regular Board Meeting Schedule
Purpose: Vote
Submitted by:
Related Material: 2023-24 CNCA Board Meeting Schedule - DRAFT.pdf



2023-24 Regular Board Meeting Schedule

All regular meetings will take place from 4:30-6:30pm at Dalzell Lance.

Tuesday, August 15, 2023

Tuesday, October 10, 2023

Tuesday, December 12, 2023

Tuesday, February 13, 2024

Tuesday, April 9, 2024

Tuesday, June 18, 2024

Coversheet

Declaration of Need

Section: IV. Consent Agenda
Item: B. Declaration of Need
Purpose: Vote
Submitted by:
Related Material: 23-24 CNCA Declaration of Need for Fully Qualified Educators CL500.pdf

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
------	-----------	-------

Fax Number	Telephone Number	Date
------------	------------------	------

Mailing Address

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Coversheet

SY 23-24 CNCA Employee Handbook

Section: IV. Consent Agenda
Item: C. SY 23-24 CNCA Employee Handbook
Purpose: Vote
Submitted by:
Related Material: 2023-2024 CNCA Employee Handbook - Final DRAFT 06.20.23.pdf
2023-2024 CNCA Handbook Edit Summary- CNCA Board.pdf



CAMINO NUEVO CHARTER ACADEMY

Employee Handbook



Excellence

We take responsibility for our students and staff achieving consistently outstanding results



Equity

We recognize and value the individuality and experiences of all students and respond to their unique academic, emotional, psychological, and social needs.



Community

We are rooted in our community's richness and in the cultural and environmental context where our students and families live



Innovation

We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work



Joy

We build and maintain positive relationships that foster happiness and fulfillment among students staff and families.

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MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

Dear Camino Nuevo Team Members,

Thank you for choosing to be a part of our team.

Working here means being part of a close-knit community of leaders, teachers, and support staff members who are striving to deliver a life-changing education for kids. It also means that you are committed to your own growth and that of your colleagues.

At Camino Nuevo Charter Academy, we aim to maintain an excellent standard of care and service for our students and families by creating an environment where every member supports and invests in each other.

Thank you for creating an environment that is safe and welcoming for everyone and for taking responsibility to ensure that our students succeed. I look forward to seeing you grow in your role and to the many meaningful ways that you will contribute to our mission and goals.

Welcome aboard!

Adriana Abich

Chief Executive Officer

Camino Nuevo Charter Academy

I. CNCA MISSION STATEMENT AND ANCHOR VALUES

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

Anchor Values:

- Excellence: We take responsibility for our students and staff achieving consistently outstanding results.
- Equity: We recognize and value the individuality and experience of all students and respond to their unique academic, emotional, psychological, and social needs.
- Community: We are rooted in our community's richness and in the cultural and environmental context where our students and families live.
- Innovation: We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work.
- Joy: We build and maintain positive relationships that foster happiness and fulfillment among students, staff and families.

II. CNCA HISTORY

Camino Nuevo Charter Academy is an independent network of charter schools that were founded in August 2000 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood, west of downtown Los Angeles. The MacArthur Park neighborhood is one of the poorest and most densely populated neighborhoods in Los Angeles. In 1992, Philip Lance, an Episcopal Minister, began working with residents of the community to find ways to address the severe economic and social problems in the area. Over the past 10 years, several organizations and businesses have grown out of this effort, including a thrift store, a worker-owned janitorial company, a non-profit community development corporation, a free health clinic, charter schools and a preschool. Together, these organizations are providing children with outstanding and enriched educational opportunities as well as revitalizing this urban neighborhood and making it a safe and healthy place to live.

Charter schools are public schools funded by the State of California. They are chartered by local school districts, designing their own instructional program and making their own decisions regarding all operating matters.

Over the last fourteen years, CNCA has expanded to include one pre-k, four k-8 campuses, and one high school campuses. To date, CNCA serves approximately 3,100 students in the Greater MacArthur and Echo Park communities of Los Angeles.

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CNCA Employee Handbook Revised 07/01/[20222023](#)

III. DESCRIPTION OF HANDBOOK

Camino Nuevo Charter Academy has prepared this handbook to provide employees with an overview of the organization's policies, benefits, and procedures. It is intended to familiarize employees with important information about the organization, as well as information regarding their own rights and responsibilities. It is important that all employees regularly read, understand, and follow the provisions of the handbook as it may be amended from time to time by CNCA. This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your principal or the Human Resources Department will be happy to answer any questions you may have.

Please note that written employment contracts between Camino Nuevo Charter Academy and some employees may supersede some provisions of this handbook. Any conflicting provisions of the CNCA/CNTA Collective Bargaining Agreement supersede these policies.

We expect each employee to read this handbook carefully, as it is a valuable reference for understanding your terms of employment with CNCA.

The Following Provisions Apply To All CNCA Employees Who Are Not Members Of The Certificated Bargaining Unit.

Except for the policy of at-will employment, which can only be changed by the CEO in writing, CNCA reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. All such revisions, deletions, or additions must be in writing and must be signed by the CEO of CNCA. No oral statements or representations can in any way alter the provisions of this handbook.

None of CNCA's personnel documents and benefit plans, including this employee handbook, constitutes, or is intended to constitute, an expressed or implied contract guaranteeing continued employment for any employee. No supervisor has any authority to enter into a contract of employment--expressed or implied--which changes or alters the at-will employment relationship. Only the CEO has the authority to enter into an employment agreement that alters the at-will employment relationship, which is binding only if it is in writing. All contracts will be reviewed on an annual basis by the Principal/Supervisor and the CEO.

All CNCA Employees

This employee handbook is the property of CNCA. All rights are reserved. No part of this employee handbook may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the CEO.

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CNCA Employee Handbook Revised 07/01/~~2022~~2023

Not all CNCA policies and procedures are set forth in this employee handbook. We have summarized only some of the more important ones. If you have any questions or concerns about the policies in this handbook or any other policy or procedure, please direct them to your Principal, or the Human Resources Department.

IV. FOREIGN LANGUAGES

Camino Nuevo Charter Academy wants all employees to understand and comply with the policies in this handbook. If you have a problem understanding the handbook because of an inability to read or understand English, please let your supervisor or the Human Resources Department know. We can provide you with assistance to understand the information included in this document. If you fail to request assistance, we will assume that you fully understand the handbook.

Camino Nuevo quiere que todos sus empleados entiendan y cumplan con las pólizas de este manual. Si usted tiene dificultad entendiendo este manual ya sea por su inhabilidad de leer o entender el idioma inglés, por favor infórmele a su supervisor o al Departamento de Recursos Humanos. Nosotros le podemos ayudar a entender la información en este documento. Si usted falla en pedir ayuda, nosotros asumiremos que usted entiende en su totalidad el contenido de este manual.

V. EMPLOYMENT RELATIONSHIP

A. EMPLOYMENT RELATIONSHIP

Camino Nuevo Charter Academy anticipates that every employee will find the employment relationship satisfying and rewarding in all respects. At the same time, it recognizes that relationships are not always mutually satisfactory. The employment relationship between CNCA and teachers in the bargaining unit is governed by the terms of individual teacher contracts and the CNCA/CNTA Collective Bargaining Agreement.

All CNCA Employees Who Are Not Members of the Certificated Bargaining Unit

The employment relationship is terminable at-will, at the option of any employee or the employer. Unless you are employed under a written employment contract, employment at CNCA can be terminated at any time, with or without cause or notice. Moreover, no one in the organization, other than the CEO, has the authority or legal ability to modify the at-will nature of the employment relationship. Employment of any set duration can only be made by a written employment agreement signed by the Principal, the CEO and you. Any individual employment contract will generally be made on a school year basis, with review and consideration for renewal at the end of that school year. Unless your employment is covered by a written employment agreement, this policy of at-will employment is the sole and entire agreement between you and CNCA, related to the duration of employment and the circumstances under which employment may be terminated.

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With the exception of employment at-will, other terms and conditions of employment with CNCA may be modified at the sole discretion of CNCA with or without cause or notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy, or practice. Examples of the type of terms and conditions of employment that are within the sole discretion of CNCA include, but are not limited to: promotion; demotion; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; or any other terms and conditions that CNCA may determine to be necessary for the safe, efficient, and economic operation of the school.

B. EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

Camino Nuevo Charter Academy is an equal employment opportunity employer and makes employment decisions on the basis of merit. CNCA policy prohibits unlawful discrimination or harassment based on a person’s actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, medical decisions (such as those made for reproductive health), genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic contained in the definition of hate crimes in section 422.55 of the penal code, as well as any other category protected by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct. ~~Camino Nuevo Charter Academy is an equal employment opportunity employer and makes employment decisions on the basis of merit. CNCA policy prohibits unlawful discrimination or harassment based on a person’s actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic contained in the definition of hate crimes in section 422.55 of the penal code, as well as any other category protected by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct.~~

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▲ Prohibited discrimination consists of adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges or employment based on any of the prohibited categories of discrimination listed above. ▲ Prohibited discrimination based on the religious creed of an employee or job applicant includes any unlawful discrimination based on the person’s religious dress or grooming practices or any conflict between the person’s religious belief, observance, or practice and an employment requirement. ▲

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Prohibited discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

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Harassment consists of unwelcomed verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance,

or creates an intimidating, hostile or offensive work environment.

CNCA is committed to complying with all applicable laws providing equal employment opportunities and prohibits unlawful discrimination by an employee of CNCA, including supervisors and coworkers. Employees are required to report every instance of unlawful discrimination to their supervisor or the principal. Retaliation for filing a complaint on participating in the complaint process is prohibited. Any supervisor or employee who retaliates against the complainant or those involved in the investigation will be disciplined, up to and including dismissal. Employees who have engaged in prohibited discrimination will be subject to appropriate disciplinary action, up to and including dismissal.

CNCA will attempt to reasonably accommodate any qualified individual with a known physical or mental disability, unless doing so would create an undue hardship on the school. As part of its commitment to make reasonable accommodations, CNCA participates in a timely, good faith, interactive process with disabled applicants or employees. Applicants and employees are invited to identify any functional limitations and participate in an interactive process to assist them in performing the essential functions of the position. The purpose of this process is to first identify the applicant's or employee's functional limitations, and then to determine effective reasonable accommodations, if any, that can be made in response to a request for accommodations. Applicants and employees requesting a reasonable accommodation should contact the Human Resources Department as soon as possible to request the opportunity to participate in a timely interactive process.

Complaint of unlawful discrimination should be submitted in writing to the Principal or Human Resources Department. Complaints should be specific and include the names of the individuals involved and the names of any witnesses. CNCA will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If CNCA determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. CNCA will not retaliate against employees for filing a complaint and will not knowingly permit retaliation by management employees or coworkers.

VI. COMMENCING EMPLOYMENT

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A. BACKGROUND CHECKS

Camino Nuevo Charter Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, who do not present a risk of harm to students, coworkers or others. CNCA will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][F], which states that “each employee of the school will furnish the school with a criminal record summary”.

As required by California and federal law, all employees and volunteers must have Live Scan fingerprint clearance on file with CNCA **PRIOR** to first day of work. Live Scan fingerprint clearance will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by CNCA may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an employee.

CNCA also conducts a search through the U.S. Department of Justice National Sex Offender Public Website.

For additional information on fingerprinting please contact the Human Resources Department.

B. TUBERCULOSIS TESTING

Camino Nuevo Charter Academy requires that all employees and volunteers be tested for tuberculosis in accordance with Educational Code 49406 [a][h] which states in part that no person shall “be initially employed by a school district or employed under contract in a certificated or classified position unless the person has submitted to a tuberculosis risk assessment within the past 60 days, and if tuberculosis risk factors are identified, has been examined to determine that he or she is free of infectious tuberculosis, by a physician and surgeon licensed under Chapter 5 (commencing with Section 2000) of Division 2 of the Business and Professions Code...” A person previously employed by another school or school district shall be deemed to meet the requirements if that person produces a certificate which shows that he or she was examined within the past four years and was found to be free of infectious tuberculosis.

All employees shall be required to submit to a tuberculosis risk assessment at least every four years, unless they have previously tested positive and have an X-ray result on file with the school. All volunteers will be required to submit to a Tuberculosis risk assessment every two years, unless they have previously tested positive in which case they will be required to submit to a test every four years.

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C. VERIFICATION OF STATUS

The employer is required by existing federal laws to verify the identity and legal eligibility of all individuals to work before they can be hired. In keeping with this obligation, documentation that shows each person’s identity and legal authority to work must be verified. Each applicant must also attest to his or her legal authority to work and identity on an I-9 Form provided by the federal government. This verification must be completed no more than three business days after an offer of employment is made but prior to the first day of work. All offers of employment and continued employment for a position in the United States are conditioned on furnishing satisfactory evidence of identity and legal authority to work in the United States.

D. EMPLOYMENT STATUS

(Applies to employees who are not members of the Certificated Bargaining Unit)

Employees at Camino Nuevo Charter Academy are classified as full-time nonexempt, part-time nonexempt, temporary, exempt, or substitute.

1. Full-Time Employees

Full-time employees are defined as those employees who are scheduled for and do work 36 hours or more consistently per work week. A work week is seven consecutive 24-hour periods, beginning on Sunday at 12:00 a.m. and ending on Saturday at 11:59:59 p.m. Following the completion of a -30-day introductory period, regular full-time employees are eligible for applicable employee benefits. All full-time employees will become eligible for medical benefits the first of the month following one month of continuous employment. Full-time employees may work only during the academic year or during the calendar year.

2. Part-Time Employees

Part-time employees are defined as those employees who are scheduled to and do work fewer than 36 hours per work week. A work week is seven consecutive 24-hour periods, beginning on Sunday at 12:00 a.m. and ending on Saturday at 11:59:59 p.m. Part-time employees may be assigned a work schedule in advance or may work on an as-needed basis. Part-time employees may work only during the academic year or during the calendar year. CNCA part-time employees scheduled to work 30 or more hours per week will become eligible for medical benefits the first of the month following one month of employment.

3. Temporary Employees

Temporary employees are those who are employed for short-term assignments. Short-term assignments will generally be periods of 180 days or fewer. Temporary employees are not eligible for benefits, except as required by applicable law, and may be classified as exempt or non-exempt, depending on the basis of job duties and compensation.

Temporary employees working 30 or more days will be provided 48 hours of paid sick leave per year.

Camino Nuevo Charter Academy may offer benefits to full-time temporary employees who accept an interim assignment that is a minimum of three (3) months. All full-time temporary employees will become eligible for medical benefits the first of the month following one month of employment.

4. Exempt Employees

Exempt employees are those whose job assignments meet the federal requirements for overtime exemption. Exempt employees are compensated on a salary basis and are not eligible for overtime pay. Generally, certificated, confidential, administrative, computer, and professional employees are considered exempt. Your supervisor will inform you if your status is exempt. Exempt employees may work only during the academic year or during the calendar year.

Those employees working less than 100% of a full-time schedule will receive all applicable benefits at a pro-rated amount proportionate to their primary work schedule. Exempt employees will become eligible for medical benefits the first of the month following one month of employment.

5. Substitute Employees

Substitute employees are considered "on call" and therefore positions do not exist for substitute employees. Persons employed to work "on call" for a standard work day or a short period of time as a replacement for an employee's absence or on an approved short-term or long-term leave will be classified as a substitute employee. Substitute employees may only work during the academic year or summer school/extended school year, if offered work by CNCA or during the calendar year.

Substitute employees are not eligible for benefits, except as required by applicable law. Substitute employees working 30 or more days will be provided 48 hours of paid sick leave per year. will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire. To use sick leave a Substitute must have accepted a position and due to illness or injury be unable to fulfil the assignment. A substitute who is ill or injured must report their illness and cancel their assignment no less than one (1) hour before the time you are scheduled to begin working for the day. At no time may sick leave be used in lieu of accepting an assignment. Substitute employees are considered "on call" and therefore positions do not exist for substitute employees. Persons employed to work "on call" for a standard work day or a short period of time as a replacement for an employee's absence or on an approved short term or long term leave will be classified as a substitute employee. Substitute employees are not eligible for benefits, except as required by applicable law. Substitute employees working 30 or more days will be provided 48 hours

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~~of paid sick leave per year. Substitute employees may only work during the academic year or during the calendar year.~~

E. INTRODUCTORY PERIOD

(Applies to employees who are not members of the Certificated Bargaining Unit)

The introductory period for all employees, classified or certificated, is the first thirty (30) days of continuous employment at Camino Nuevo Charter Academy. During this time, you will learn your job duties and responsibilities, get acquainted with your colleagues, and determine whether your position is a match. During this time, your supervisor will closely monitor your performance.

Upon completion of the introductory period, CNCA will review your performance and determine whether your performance is satisfactory enough to continue your employment. At this time, if appropriate, you will be advised of any performance improvements expected from you in moving forward. At that time, you may express suggestions to improve CNCA's efficiency and operations. Completion of the introductory period does not entitle you to remain employed by CNCA for a definite period of time, but rather allows both you and CNCA to evaluate whether or not you are a right fit for the position.

During the introductory period, the employee may receive professional development and peer mentoring, where appropriate. An employee on an introductory status will receive feedback from the Principal or supervisor regarding their progress no later than 120 days from the first day of work. Notwithstanding this introductory period, CNCA may terminate an employee prior to the end of the 120-day period, consistent with any contractual rights.

After completion of the introductory period, eligible employees will receive current, applicable CNCA benefits. Medical benefits, however, will become effective the first of the month following one month of employment.

VII. PAYROLL

A. WORKING HOURS & SCHEDULE

Camino Nuevo Charter Academy hours of school operation are 7:00 a.m. to 6:00 p.m. Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Classified and all other staff members will be assigned a work schedule during the hours of school operation. Please note, schedules may vary depending on whether you work during the academic year or a full calendar year. Your supervisor will assign your individual work schedule. In order to accommodate the needs of our organization, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, prepared to assume their responsibilities.

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If you need to modify your schedule, you must request the change with your supervisor or principal in a timely manner. All schedule changes or modifications must be approved by your supervisor or Principal. It is not acceptable to modify your work schedule without prior approval. For example, if you arrive 15 minutes late to work and continue working 15 minutes beyond your scheduled time to make up the tardy without obtaining approval from your supervisor first or vice versa, you are violating this policy. Such unapproved changes in schedules will be subject to disciplinary action up to and including termination of employment.

CNCA provides non-exempt employees with 10-minute paid rest breaks as required by California law. Non-exempt employees receive one rest break for each four-hour work period or a "major fraction" of a work period (i.e. greater than two hours). However, any non-exempt employee who works less than 3½ hours in a day is not eligible to take a rest break. The number of breaks received is as follows:

- Non-exempt employees who work between 3½ and 6 hours are entitled to one rest break.
- Non-exempt employees who work more than 6 and up to 10 hours are entitled to two rest breaks.
- Non-exempt employees who work more than 10 and up to 12 hours are entitled to three rest breaks.

A rest break is paid time when you are relieved of all work duties and responsibilities, although you must remain on the facility premises. Rest breaks may not be combined, added to a meal period, or taken at the very beginning or very end of the day, unless you receive advance permission from your supervisor. Insofar as practicable, rest breaks should be in the middle of each work period.

CNCA also requires its employees in non-exempt positions to take a mandatory unpaid, uninterrupted meal break in accordance with California law. A meal break is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. All employees may leave the premises during meal breaks, if they choose to do so.

If non-exempt employees work more than five hours (5:01), they will be scheduled for one unpaid meal break, to begin after working no more than 5 hours (5:00). However, if the time worked is between five hours and six hours, the meal period can be waived by written mutual consent between the employee and their supervisor. The Meal Waiver form may be requested from the School Operations Manager or Human Resources. Non-exempt employees working more than 10 hours (10:01) will be scheduled for a second meal break to begin after working no more than 10 hours (10:00) of work.

Employees are expected to be punctual and adhere to their assigned work schedule. If an employee is unable to take their meal break or take it in a timely manner, the employee must notify their supervisor before or at the time the employee is unable to take the meal

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break. Failure to follow this notification requirement may lead to discipline at CNCA's discretion.

Supervisor's will schedule meal and rest periods in compliance with California law.

Certificated teachers are provided with at least a 30-minute lunch break as outlined in the collective bargaining agreement.

Violation of this policy is subject to disciplinary action up to and including termination of employment.

At times, emergencies such as power failures, road closings, earthquakes, fires, severe weather, pandemics, social unrest, or local & state official orders may interfere with CNCA's operations. In such an event, CNCA may order a temporary shutdown of part or all of its operations. Depending on the circumstances, time off may or may not be paid.

B. CALL BACK TIME

An off- duty classified employee who is directed by CNCA to report to work outside of his/her assigned hours shall be paid for such additional hours the greater of: his/her regular pay for two hours OR pay for the amount of time required for the employee to travel to the workplace, complete the task, and return home. Call back pay shall not apply to temporary additional duties assigned immediately preceding or following the regular work day

If the required additional duty, when combined with the employee's regular CNCA responsibilities, exceeds 8 hours per day or 40 hours per week, overtime pay shall apply to the excess over 8 hours or 40 hours.

C. TIMEKEEPING PROCEDURES

Hourly and daily employees who are not members of the certificated bargaining unit are required to record their time using the electronic time clock system. In the event that the time clock system is unavailable, employees are required to manually record their time using a time sheet. Employees are expected to punch in when they report to work at the beginning of every shift and punch out promptly at the end of their shift, unless overtime work has been pre-approved by your supervisor in advance. The beginning and end of each meal period must also be recorded. Altering, falsifying, and tampering with time records, or recording time on another employee's time record is prohibited and subject to disciplinary action, up to and including termination of employment.

All hourly and daily employees are expected to record any planned absences into Paychex Flex at least three (3) days prior to the absence. Full day absences should be recorded as a full day (i.e. a 5 hour workday a employee would record 5-hours, 4 hour workday a employee would record 4-hours, etc.). Partial day absences would be recorded as a partial day (i.e. if you work 3 hours of a 5-hour shift, you would record a 2-hour absence.)

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Exempt employees are required to record their attendance through Paychex Flex by reporting absences from work for reasons such as leaves of absence, sick leave, or personal business as soon as possible. When an absence is planned, such as for a scheduled medical appointment, employees are required to enter their absence(s) into Paychex Flex for approval by their supervisor at least three (3) days prior to the appointment. Full-time exempt employees should record full-day absence(s) as eight (8)-hours per day and partial day absence(s) in prorated hours. Teachers should record full day absence(s) as seven (7) hours per day and partial day absence(s) in prorated hours.

It is each employee's responsibility to review the hours in Paychex Flex and on their paystub to certify the accuracy of all time recorded. Any errors in your timecard should be reported immediately to your supervisor, who will attempt to immediately correct legitimate errors.

D. OVERTIME

(Applies to employees who are not members of the Certificated Bargaining Unit)
When school needs cannot be met during regular working hours, you may be required to work overtime. All overtime work must be authorized in advance by your supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination. Non-exempt employees will be paid time and one-half compensation for all hours worked in excess of eight hours in a workday or over 40 hours in one workweek. Non-exempt employees will be paid double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. Exempt employees are expected to work as much of each workday as is necessary to complete their job responsibilities. No overtime or additional compensation is provided to exempt employees.

E. PAYMENT OF WAGES

Paydays are scheduled on the 15th and last day of the month for all employees. If a regular payday falls on a weekend or holiday, employees will be paid on the working day prior to the weekend or holiday.

If there is an error in your check, please report it immediately to your supervisor or the Human Resources Department. No one other than the employee to whom the paycheck is written will be allowed to pick up a paycheck unless written authorization by the employee, whose name appears on the check, has been given.

Paystubs are available electronically and are available online at myapps.paychex.com
For instructions on how to access Paychex Flex please contact your School Operations Manager or email CNCAHumanResources@CaminoNuevo.org.

F. SALARY PAY POLICY

Exempt employees will be paid a salary in accordance with applicable law. Although exempt employees are generally entitled to their salary for any work week in which work is performed, deductions can and will be made when permitted by law. For example, an exempt employee's salary may be reduced for complete days of absence for personal reasons and incomplete initial or final weeks of work. There may also be other occasions when an exempt employee's salary may be reduced. Please contact your supervisor or the Vice President of Human Resources for more information.

G. GIFT GIVING POLICY

The purpose of the Gift Acceptance Policy is to delineate policies and guidelines governing the acceptance of gifts by Camino Nuevo Charter Academy and to provide guidance to prospective donors when making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, Camino Nuevo Charter Academy will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require Camino Nuevo Charter Academy to provide special consideration or treatment to any vendor, donor, entity etc.
- Accepting gifts that require Camino Nuevo Charter Academy to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Chief Executive Officer
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Camino Nuevo Charter Academy or which may limit our ability to provide our services

When appropriate, the Chief Executive Officer will consult with the Board of Directors regarding gifts prior to acceptance. With that said, Camino Nuevo Charter Academy respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, Camino Nuevo Charter Academy employees may not accept any gifts on Camino Nuevo Charter Academy's behalf without the prior consent of the Chief Executive Officer. Under no circumstances shall a Camino Nuevo Charter Academy employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective vendors. The only gifts acceptable to receive without the prior consent of the Chief Executive Officer are those marginal, peripheral gifts including small food baskets or edible treats (i.e. fruit baskets, candies, pastries, etc.).

VIII. PERSONNEL

A. PERSONNEL RECORDS

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a CNCA representative at a mutually convenient time. Copies of documents in your file may be made upon payment of a copy charge. You may attach your comments to any disputed item in the file. CNCA will restrict disclosure of your personnel file to authorized individuals within CNCA. Any request for information contained in the personnel files must be directed to the Vice President of Human Resources. Only the Principal, the CEO or the Vice President of Human Resources is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited as provided by law.

CNCA is required by law to keep current all employees' names and addresses. Employees are responsible for notifying CNCA in the event of a name or address change.

B. EMPLOYEE REFERENCES

It is the policy of CNCA not to provide any job references for current or former employees. All employment verification requests must be directed to the Principal or the Human Resources Department. No other employee is authorized to release information for current or former employees. An employee who receives a request for any information concerning a past or present employee or a volunteer should refer the person making the request to the Human Resources Department without engaging in any "on" or "off the record" conversation about the individual. By policy, CNCA discloses only the dates of employment, and the title of the last position held by former employees. If the employee authorizes the disclosure in writing, CNCA will also inform prospective employers of the amount of salary or wage last earned.

Strict observance of this policy is required. Any violation of this policy may result in disciplinary action up to and including possible termination.

C. CONFLICT OF INTEREST

CNCA is committed to the integrity of professional relationships among employees and students. Professional integrity promotes an environment where the CNCA Anchors of excellence, equity, community, innovation, and joy can thrive. Principles of fairness and objectivity must be honored.

It is not possible to specify all situations in which there may be a conflict of interest or appearance of unfair treatment. Examples of potential conflicts of interest may include:

Staff-student: Staff members are allowed to enroll their children/family members at any of our schools. In the event that a student matter arises, the staff member must recuse

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themselves from a student matter because of their personal connection to a student. A conflict of interest may be present preventing CNCA from performing its due diligence to resolve the student matter fairly.

Staff-staff:

1. Staff members may enroll their children/family members at any CNCA school, however staff members may not request that CNCA staff or colleagues perform special services for a relative student who attends any of our CNCA schools. A conflict of interest may be present by jeopardizing the staff member's credentials and creating a situation or perception of unfairness.
2. Relatives of employees may be eligible for employment with CNCA only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. CNCA defines "relatives" as spouses, children, siblings, parents, in-laws, cousins and step relatives. Present employees who marry will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving a conflict of interest.

D. EMPLOYMENT OF RELATIVES

Relatives of employees may be eligible for employment with CNCA only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. CNCA defines "relatives" as spouses, children, siblings, parents, in-laws, cousins and step relatives. Present employees who marry will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving a conflict of interest.

E. UNLAWFUL HARASSMENT

CNCA policy prohibits unlawful discrimination or harassment based on a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic contained in the definition of hate crimes in Section 422.55 of the Penal Code, as well as any other category protected by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct.

CNCA is committed to providing a work environment free of unlawful harassment. *All such harassment is unlawful* and will not be tolerated. CNCA's anti-harassment policy applies to all persons involved in the operation of CNCA and prohibits unlawful

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harassment by any employee of CNCA, including supervisors and coworkers. It also prohibits unlawful harassment based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. Prohibited unlawful harassment includes, but is not limited to, the following behaviors:

1. Sexual Harassment

A. Definition

State and federal laws define sexual harassment as unwanted sexual advances, unwanted requests for sexual favors, or unwanted visual, verbal, or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when:

- (1) Submission to the conduct is made expressly or implicitly as a term or condition of the individual's employment;
- (2) Submission to or rejection of the conduct by the individual is used as basis for employment decisions affecting the employee;
- (3) The conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive working environment; or adversely affecting the individual's evaluation, advancement, assigned duties, or any other condition of employment or career development;
- (4) Submission or rejection of the conduct by the other individual is used as the basis for any decision affecting the employee regarding benefits, services, honors, programs or activities available at or through CNCA.

Other examples of sexual harassment, whether committed by a supervisor, an employee, or a non-employee, in the work or educational setting, include but are not limited to:

1. Unwelcomed verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcomed sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors.
2. Unwelcomed visual conduct such as drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects

3. Unwelcomed physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

Prohibited sexual harassment includes any act of retaliation against an individual who reports a violation of the CNCA's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

B. General Provisions

1. Sexual Harassment of and/or by Employees

It is the policy of CNCA that all employees, as well as job applicants, must be provided a workplace environment free from unsolicited and unwelcomed sexual overtures or demands, and from other offensive conduct of a sexual nature. Further, it is the policy of CNCA that members of the community should be able to access CNCA facilities and services without fear of such conduct.

2. Sexual or Inappropriate Conduct by Employees Towards Students

It is the policy of CNCA that employees shall not engage in sexual or inappropriate conduct toward students, including those who are adults by age. "Sexual or inappropriate conduct" includes, but is not limited to, boundary invasion, dating, inappropriate sexual comments or innuendos, inappropriate physical contact and display or circulation of inappropriate visual or audio material. In the employee-student context, all such employee conduct is prohibited even if student initiated or consensual. Such conduct may also violate various federal and state statutes, and may require reporting to local child protective agencies under applicable child abuse statutes. For further examples and guidance, please refer to the CNCA Staff/Student Interaction policy in the CNCA Employee Handbook.

CNCA prohibits sexual harassment of CNCA employees and job applicants. It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment of a student, harassment by a supervisor, or harassment by nonemployees. It also extends to harassment of or by job applicants, vendors, interns, independent contractors, and others doing business with CNCA. CNCA also prohibits retaliatory behavior or action against CNCA employees or other persons, who complain, testify or otherwise participate in the complaint process.

CNCA shall take all actions necessary to ensure the prevention investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating CNCA's sexual harassment policy to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and alleged harasser and subsequent monitoring of developments.

C. Employee's Responsibility

If any employee becomes aware of any sexual harassment of another employee or a job applicant, or sexual or inappropriate conduct by an employee towards students, this information must be communicated, without fear of retaliation, immediately to the Principal or supervisor or, if the employee prefers, the Human Resources Department. If the situation warrants, the employee must make a suspected child abuse report as required by law.

Any CNCA employee or job applicant who feels that they have been sexually harassed shall immediately report the incident to the Principal, supervisor or the Human Resources Department. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any CNCA employee who engages in sexual harassment, or who aides, abets, incites, compels or coerces another to commit sexual harassment against a CNCA employee, job applicant, or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

2. Other Types of Unlawful Harassment

Camino Nuevo Charter Academy also prohibits harassment on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes in Section 422.55 of the Penal Code, or any other protected basis, includes behavior similar to sexual harassment, such as:

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Verbal conduct such as threats, epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;

Visual conduct such as derogatory and/or sexually-oriented posters, photographs, cartoons, drawings, or gestures;

Physical conduct such as assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;

Threats and demands to submit to sexual request as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and

Retaliation for reporting harassment or threatening to report harassment.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your Principal or the Human Resources Department. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. CNCA will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

If CNCA determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. CNCA will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your coworkers.

All CNCA employees must report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly.

3. Camino Nuevo's Complaint Procedure

Camino Nuevo Charter Academy's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment and appropriate disciplinary action against one found to have engaged in prohibited harassment.

An employee who believes they have been unlawfully harassed or discriminated against on the job, or who is aware of the unlawful harassment of others, shall immediately notify a supervisor with CNCA, the Principal or the Human Resources Department as soon as possible. The complaint must be as detailed as possible, including the names of individuals involved, the times and places of relevant events, the names of any witnesses, direct quotations of relevant language, and any documentary evidence (notes, pictures, cartoons, et cetera).

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Retaliation against any employee by another employee or by CNCA for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency is prohibited. CNCA will not knowingly permit retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Incidents of prohibited harassment that are reported will be promptly investigated. CNCA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If CNCA determines that prohibited harassment has occurred, CNCA will take effective remedial action commensurate with the circumstances and to deter future harassment. If a complaint of prohibited harassment is substantiated, appropriate disciplinary action, up to and including termination, will be taken.

4. Liability for Harassment

Any employee of CNCA who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including dismissal. Any employee who engages in prohibited harassment may be held personally liable for monetary damages. Any manager who knew about unlawful harassment and took no action to stop it or failed to report the harassment to the Principal is subject to discipline up to and including dismissal.

5. Additional Enforcement Information

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of unlawful harassment in employment. Employees who believe that they have been unlawfully harassed may file a complaint with these agencies.

For more information, contact the Human Resources Department. You may also contact the nearest office of the EEOC or the DFEH, as listed in the telephone directory.

F. STANDARDS OF CONDUCT

In order to assure orderly operations and provide the best possible work environment, Camino Nuevo Charter Academy expects employees to follow rules of conduct that will protect the interests and safety of personnel. Employees must perform their job duties in a proficient and professional manner.

Conduct rules for bargaining unit members are contained in the CNTA Agreement Article 16.

As to all other employees, the following conduct is prohibited and will not be tolerated by CNCA. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace, other types of conduct that threaten security, personal safety, employee welfare, and the school's operation may also be prohibited. The following are examples of infractions of rules of conduct that may result in disciplinary action, including suspension, or termination of employment.

1. Unexcused and/or repeated tardiness and absenteeism, failing to follow absence reporting procedures and/or failing to report absences into absence reporting system (i.e. Paychex Flex)
2. Falsification of employment records, employment information, or other records;
3. Failing to clock in/out; recording the work time of another employee, allowing any other employee to record your work time, or allowing falsification of any time card, whether your own or another employee's;
4. Theft or the deliberate or careless damage or destruction of any company property, of any CNCA property, or the property of any employee or students;
5. Removing or borrowing CNCA property without prior authorization;
6. Unauthorized use of CNCA equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on school property;
8. Participating in horseplay or practical jokes on school time or on school premises at any time;
9. Engaging in criminal conduct whether or not related to job performance;
10. Causing, creating, or participating in a disruption of any kind during hours on school property;
11. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward any supervisor or member of management.
12. Using abusive language at any time on school premises;
13. Failure to effectively perform job duties;
14. Failing to notify a supervisor when unable to report to work;

15. Failing to obtain permission to leave work for any reason during normal working hours;
16. Failing to observe working schedules, including rest and lunch periods;
17. Failing to provide a physician's certificate when requested or required to do so;
18. Unsatisfactory work performance and/or work attitude;
19. Engaging in rude or discourteous conduct towards others;
20. Failure to abide by set standards for lunch and break periods, and working unauthorized overtime;
21. Sleeping or malingering;
22. Disclosing of confidential information;
23. Making or accepting non-emergency personal calls or text messaging during instructional time, or when it would interfere with the performance of their job duties;
24. Working overtime without authorization or refusing to work assigned overtime;
25. Wearing, displaying, unprofessional, or inappropriate styles of dress or hair while working;
26. Violating any safety, health, security, or school policy, rule, or procedure;
27. Dishonesty, committing a fraudulent act or breach of trust under any circumstances;
28. Committing or involvement in any act of unlawful harassment of another individual;
29. Possessing, distributing, selling, transferring, or using--or being under the influence of--alcohol or illegal drugs while on duty, while on company property, in the presence of children, or while operating a company owned or leased vehicle;
30. Carrying firearms or any other dangerous weapons, at any time, on premises owned or occupied by CNCA;
31. Unprofessional conduct.

G. STAFF/STUDENT INTERACTION POLICY

EMPLOYEE/STUDENT INTERACTION

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Under California law it is a crime for an adult to have any sexual relationship with a minor. In addition, California law requires "mandated reporters" to report to Child Protective Services or to law enforcement any suspected sexual assault or sexual exploitation of a minor. This includes any known sexual relationship between an adult and a minor. Therefore, any CNCA employee who reasonably suspects that an adult is having a sexual relationship with a student must report the suspicion to Child Protective Services or law enforcement immediately. Immediate reporting is crucial for the protection of the student(s) and the community as a whole.

Purpose

It is the policy of the Camino Nuevo Charter Academy (CNCA) that all school employees conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times. The purpose of this policy is to ensure all CNCA employees understand and demonstrate proper judgment observing the prohibitions in behavior which must govern their conduct; and recognize the responsibility to respond appropriately to unacceptable behavior of students and/or co-workers. Further, this policy will specify boundaries related to potentially sexual situations and conduct which is contrary to accepted behavior and in conflict with the duties and responsibilities of CNCA employees. In addition, this policy will alert all CNCA employees about sensitive problematic matters involved in employee/student relationships, provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism; and to give notice that potential improper action may have significant consequences. It is the intent and purpose of this policy to establish guidelines which should be followed by all CNCA employees when interacting with all students.

1. School instruction, counseling and other administrative tasks relating to students, which require the presence of students, should be accomplished on school premises within the normal school day.
2. Whenever it becomes necessary for a CNCA employee to meet with a student outside of the normal school day, or to conduct instruction or participate in school-related extracurricular activities outside of the school premises, such activities must be accompanied by the advance written approval of the School Principal and the parent/guardian of the student(s).
3. CNCA employees should only be alone with a single student as authorized by their site administrator, if it is educationally necessary, or is a requirement of that employee's position.
4. In the event a school activity requires traveling and the CNCA employee is called upon to drive or otherwise provide transportation, the activity and transportation must be

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approved in writing by the Site Principal and the parent/guardian prior to the required travel.

5. CNCA employees may only travel alone with a single student after acquiring written permission from the principal and the parent/guardian.

6. Any written, verbal, or electronic communications with students shall be confined to instructional assignments and requirements only, and shall comply with applicable CNCA standards of conduct.

Examples of Inappropriate Behavior

The focus of these examples is to establish general knowledge among all CNCA employees showing that trespassing beyond the boundaries of an employee/student relationship is deemed an abuse of power and a betrayal of public trust. While some situations may seem innocent, they can be perceived as flirtation or sexual insinuation from a student's or from a parent/guardian's point of view.

This policy prohibits any type of sexual relationship, sexual contact, or sexually-nuanced communication or behavior between a CNCA employee and student without regard to the student's age. This includes internet chat rooms, Facebook, Instagram or similar social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to students of the same or opposite gender of the CNCA employee. It also applies regardless of whether the student or the CNCA employee initiated the sexual behavior, and whether or not the student welcomes the sexual behavior and/or reciprocates the attention.

The purpose of the following examples of inappropriate behavior is not to restrain positive employee/student relationships but to prevent relationships that could lead to, or may be perceived as inappropriate conduct, including sexual misconduct.

Not all examples of inappropriate situations can be addressed in this policy.

Unacceptable Behavior

1. Making, or participating in, sexually inappropriate comments, including double-entendre comments or sexual innuendo.

A. Sexual jokes, or jokes/comments with sexual double-entendre;

B. Kissing of any kind;

C. Listening to or telling stories that are sexually oriented;

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D. Inappropriate physical contact.

2. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

- A. Intentionally being alone with a student at or away from the site;
- B. Except for extremely rare emergency situations, giving a student a ride to/from school or school activities without written approval from the Principal and the parent/guardian;
- C. Giving gifts to an individual student that are of a personal and/or intimate nature;
- D. Requesting photographs or notes from a student;
- E. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator;
- F. Being alone in a room with a student on CNCA property with the door closed unless authorized by the employee's administrator, is educationally necessary, or is a requirement of that employee's position;
- G. Inappropriate or excessive, non-instructional attention toward a particular student;
- H. Remarks about the looks, physical attributes or physiological development of anyone;
- I. Allowing students in your home or attending non-school activities with the student without written approval from the Principal and parent/guardian and without another parent/guardian or other responsible adult present;
- J. Sending a student (s) email, text messages, or responses from social networking websites such as Facebook, Instagram, etc. that are not directly related and confined to instructional matters.

Consequences of Inappropriate Behavior

Occurrences of sexual misconduct with a student by a CNCA employee harms the student victim, disrupts the education of other students, hinders the instructional focus of the schools, and harms the reputation of CNCA. Therefore, it is of significant importance all CNCA employees learn this policy thoroughly and behave in a manner to avoid even the appearance of misconduct.

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A CNCA employee who violates this policy will be subject to appropriate disciplinary action. Therefore, a CNCA employee who engages in sexual misconduct with a student becomes at risk for loss of his/her job as well as for criminal and/or civil legal actions.

This policy will be presented to and signed by all CNCA employees as part of their initial employment and on an annual basis, as part of on-going training.

H. CHILD NEGLECT AND ABUSE REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall promptly report the instance to law enforcement.

Child abuse or neglect includes physical injury or death inflicted by other than accidental means upon a child by another person, sexual abuse, neglect, the willful harming or injuring of a child, or the endangering of the person or health of the child, also unlawful corporal punishment. Child abuse or neglect does not include a mutual affray between minors. Child abuse or neglect does not include an injury caused by reasonable and necessary force used by a peace officer acting within the scope and course of his/her employment as a peace officer. School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Mandated reporters in their professional capacities, or within the scope of employment, must report whenever they have knowledge of or observe a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter must make an initial report by telephone to the agency immediately or as soon as practicably possible, and must prepare and send a written follow-up within 36 hours of receiving information concerning the incident.

In the case of suspected child abuse, "reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a similar position, drawing on his or her training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty of the occurrence of child abuse or a specific medical indication of child abuse.

Child abuse must be reported immediately by phone to the Los Angeles Police Department (911) or the Los Angeles County Department of Child and Family Services (1-800-540-4000). The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents/guardian.

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Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School Principal, a School Counselor, coworker or other person shall not be a substitute for making a mandated report to law enforcement.

I. DRESS STANDARDS

Employees are asked to use their good judgment with regard to their dress and appearance, and are expected to present a professional image. Employees must dress in a manner that is consistent with their responsibilities. Attention should be paid to safety, professionalism, and student interaction. Your supervisor can explain the proper dress requirements for your position.

J. COMPLAINT/GRIEVANCE PROCEDURE

The grievance procedure for CNCA bargaining unit employees is located on page 5 of the CNCA/CNTA Collective Bargaining Agreement. All other Employees who have a complaint or wish to challenge disciplinary action taken by CNCA must use the following procedures:

(1) An employee having a grievance shall present the grievance in writing to his or her Principal within 10 calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be deemed a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 calendar days of receipt, by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) If the employee is not satisfied with the response at Step 1, he/she shall notify the CEO that a grievance has been denied or unresolved by the site principal within five (5) work days of the Principals denial. The CEO will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. If not resolved, the CEO shall provide a written response within seven (7) work days of the meeting.

(3) The employee shall notify the CNCA Board of Directors, within 10 calendar days of the CEO's denial that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses and in the HR Office.

The CNCA board or its designated subcommittee shall meet within 35 days of receipt of the Notification of Grievance Form. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board will be deemed a waiver of all rights under the grievance procedure. Alternatively, the Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the Board chooses to hear and resolve the matter without arbitration, the Board decision is final and no further action is available under

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this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final.

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

K. CONDUCT & EMPLOYMENT OUTSIDE WORK

In general, Camino Nuevo Charter Academy will not prohibit any employee's outside employment or off-duty activities unless such activities negatively impact CNCA. For example, CNCA prohibits any illegal or immoral conduct by an off-duty employee that affects or has the potential to affect CNCA. Also, CNCA prohibits outside employment (including self-employment) **that conflicts** with employment at CNCA, impacts the employee's work performance or schedule, and/or affects the business interests of CNCA.

L. DRUG & ALCOHOL ABUSE

Camino Nuevo Charter Academy is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to the school. The use of any illegal drugs, intoxicants, or controlled substances is strictly prohibited. Illicit drug use and indiscriminate alcohol consumption put everyone at risk and cannot be tolerated. In keeping with our efforts to promote health and safety and protect the interests of our employees, students, and CNCA, we cannot allow anyone to use, possess, sell, manufacture, purchase, or be under the influence of alcohol, illegal drugs, intoxicants, or controlled substances at any time on CNCA premises, in CNCA vehicles, or while on CNCA business.

Violation of these rules and standards of conduct will not be tolerated. CNCA may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off school property will not be tolerated because such conduct, even though off duty, reflects adversely on the school and violates Education Code. In addition, CNCA must keep people who possess controlled substances off school premises in order to keep the controlled substances themselves off the premises.

CNCA will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. CNCA is not obligated, however, to continue to employ any person who violates this policy against drugs and alcohol in the workplace.

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1. Prohibited Acts

The following rules and standards of conduct apply to all employees. The following are strictly prohibited by CNCA while at work or on CNCA business:

- a. Possession, use, or being under the influence of alcohol or an illegal drug, intoxicant, or controlled substance while on the job or on CNCA-owned or occupied premises;
- b. Driving a vehicle on CNCA business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;
- c. Distributing, selling, manufacturing, or purchasing--or attempting to distribute, sell, manufacture, or purchase--an illegal drug, intoxicant, or controlled substance during working hours or while on CNCA-owned or occupied premises;
- d. Testing positive on a required or requested drug or alcohol test or screen;
- e. Violating any CNCA rule or policy regarding substance abuse.

M. PUNCTUALITY & ATTENDANCE

Camino Nuevo Charter Academy expects all Employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden your fellow employees and CNCA. If you cannot avoid being late to work or are unable to work as scheduled, you must call your supervisor as soon as possible.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized school business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must, under all but the most extenuating circumstances, call your supervisor at least one hour before the time you are scheduled to begin working for the day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. Not reporting to work within the first 30 minutes of your scheduled shift, without previous notification, will be considered a "no show". An employee is considered a "no show" when they fail to report to work without previously having informed and received approval from their supervisor. A "no show" is considered an unexcused absence. Every time you are absent or late, or leave early, you must provide your supervisor with an honest reason or explanation. CNCA will comply with applicable laws relating to time off from work, but it is your responsibility to provide sufficient information to enable CNCA to make a determination. You must notify your supervisor of any change in your status as soon as possible.

CNCA defines excessive absenteeism or tardiness as more than two (2) days unexcused absence or tardies in a one (1) month period or consistent unexcused absences or tardies over two months. Unexcused absences include absences requested as unpaid. Excessive absenteeism may lead to disciplinary action, up to and including termination of employment. Excused absence will not count against you for disciplinary purposes. An excused absence is defined as any absence supported by a doctor's note/certification or an approved leave of absence (jury duty, FMLA, bereavement, etc.).

If you fail to report for work without any notification to your supervisor and your absence continues for a period of (3) three days, CNCA will consider that you have abandoned your employment.

Individuals with disabilities may be granted reasonable accommodation in complying with these policies if undue hardship does not result to CNCA's operations. However, regular attendance and promptness are considered part of each employee's essential job functions.

N. INVESTIGATIONS OF CURRENT EMPLOYEES

Camino Nuevo Charter Academy will exercise the right to perform background checks on all hired personnel prior to the first day of work. CNCA requires that all employees have fingerprint clearance on record with the California Dept. of Justice and Federal Bureau of Investigations. It is the employee's responsibility to provide CNCA with proof that their fingerprints are on file before they begin work.

CNCA may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, CNCA will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with CNCA's lawful efforts to obtain relevant information, and may be disciplined up to and including termination of employment for failure to do so.

Employees with adverse background information (such as a crimination conviction) may be ineligible for employment with CNCA. In case of a prior conviction, the employee must discuss the history of the conviction with the Site Principal and the Vice President of Human Resources. The employee may be required to provide proof of an error in the official records or provide an official explanation of the nature of the offense.

O. PERFORMANCE EVALUATIONS

Administrative and Classified Staff

Performance evaluations generally are conducted semi-annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of CNCA and depend upon many factors in addition to your work performance. After your review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its content.

Certificated Staff

For members of the bargaining unit, performance evaluations will be conducted according to the terms of the CNCA/CNTA Collective Bargaining Agreement. For all other certificated staff, evaluations will be conducted semi-annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your work performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee promotions or continued employment. Promotions are solely within the discretion of CNCA and depend upon many factors in addition to your work performance. After your review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its content.

In addition to these more formal performance evaluations, CNCA encourages you and your supervisor to discuss your job performance on an ongoing basis.

P. CONFIDENTIALITY

Information about Camino Nuevo Charter Academy, its employees, students, suppliers, and vendors is to be kept confidential and divulged only to individuals within CNCA with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with your supervisor.

All records and files maintained by CNCA are confidential and remain the property of CNCA. Records and files are not to be disclosed to any outside party without the express permission of the Principal or Vice President of Human Resources. Confidential

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information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information of students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding CNCA's operations, procedures, or practices. Confidential information may not be removed from CNCA premises without express authorization.

Confidential information obtained during or through employment with CNCA may not be used or disclosed by an employee, except as job-related. Employees must also maintain the confidentiality, use or disclosure of confidential information at all times even following termination of employment. CNCA reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of CNCA's confidentiality policies.

IX. CAMINO NUEVO FACILITIES

A. POLICIES AGAINST WORKPLACE VIOLENCE

1. Statement of Policy

Camino Nuevo Charter Academy recognizes that violence in schools is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of CNCA employees and students are paramount. Therefore, CNCA has adopted the following policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect CNCA or that occur on CNCA property or in the conduct of CNCA business off CNCA property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in CNCA operations, including, but not limited to, CNCA students, personnel, contract workers, temporary employees, and anyone else on CNCA property or conducting CNCA business off CNCA property. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

In addition, CNCA has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits. Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor badges. Always report any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our students and employees depends upon the alertness and sensitivity of

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every individual to potential security risks. Immediately notify your principal when known persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

This policy is intended to bring CNCA into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.

2. Definitions

Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or several CNCA employees. Workplace violence may involve any threats or acts of violence occurring on CNCA premises, regardless of the relationship between CNCA and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of CNCA or that may lead to an incident of violence on CNCA premises. Threats or acts of violence occurring off CNCA premises that involve employees, agents, or individuals acting as a representative of CNCA, whether as victims of or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- a.** Threats or acts of physical or aggressive contact directed toward another individual;
- b.** Threats or acts of physical harm directed toward an individual or his/her family, friends, associates, or property;
- c.** The intentional destruction or threat of destruction of CNCA property or another employees' property;
- d.** Harassing or threatening phone calls;
- e.** Surveillance;
- f.** Stalking;
- g.** Veiled threats of physical harm or similar intimidation;
- h.** Any conduct resulting in the conviction under any criminal code provision relating to violence or threats of violence that adversely affects CNCA legitimate business interests.

3. Enforcement

Any person who engages in a threat or violent action on CNCA property may be removed from the premises as quickly and safely as possible or as required, at CNCA's discretion. Employees may be required, at CNCA's discretion, to remain off CNCA premises pending the outcome of an investigation of the incident.

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When threats are made or acts of violence are committed by employee(s), a judgment will be made by CNCA as to what actions are appropriate, including possible medical evaluation and/or possible disciplinary action.

Once a threat has been substantiated, it is CNCA's policy to put the person who made the threat on notice that the employee will be held accountable for their actions and then implement a decisive and appropriate response.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of CNCA should be interpreted in a manner that prevents the making of these necessary decisions.

Important Note: CNCA will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by CNCA. In making this determination, CNCA may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at CNCA.

B. OPERATION OF VEHICLES

The use of CNCA-owned or CNCA-leased vehicles and rental of vehicles for CNCA business are limited to authorized employees. These vehicles must only be used in work-related activities and may not be used for personal business or activities without the express prior approval of management.

All employees authorized to drive a CNCA-owned or CNCA-leased vehicles or to rent vehicles for use in conducting CNCA business, must possess a current, valid California driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately. From time to time, CNCA or its insurance carrier will request reports from the Department of Motor Vehicles regarding the license status and driving record of employees whose job responsibilities include driving. In the event that the license status or driving record of any employee whose job responsibilities include driving becomes unacceptable to management or CNCA's insurance carrier, that employee may be restricted from driving, reassigned, suspended, or terminated, at CNCA's discretion.

A valid California driver's license must be in your possession while operating a vehicle off or on CNCA property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers should demonstrate safe driving habits and not drive too fast or recklessly.

Certain employees may drive their own personal vehicles while conducting CNCA business. These employees must maintain adequate personal automobile liability insurance. Employees doing so should promptly submit an expense report detailing the number of miles driven while on CNCA business. CNCA will pay mileage reimbursement

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in accordance with applicable reimbursement rates. Employees are expected to observe the above policies while on CNCA business, even if driving their own personal vehicles.

C. PARKING LOT LIABILITY

Parking lot related incidences are not covered under any CNCA insurance policy. The school assumes no liability for damage to cars parked in the school parking lot at any time. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity (e.g. a ball breaking a window). In this case, CNCA will reimburse the employee up to the amount of their deductible or \$500, whichever is lesser. Otherwise, liability is as follows:

If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.

If a parent or other visitor causes damage, that individual is responsible.

If an employee causes damage, the employee is responsible.

If an unknown person causes damage and there is no witness, CNCA is not liable for the damages. The affected individual would determine if they have applicable coverage through his/her individual insurance policies.

D. EMPLOYER PROPERTY POLICY

All CNCA property--including desks, textbooks, teacher's guides and other instructional equipment, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems and other electronic equipment, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

CNCA reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this policy or any other policy of CNCA has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee and without notice to the employee.

In addition, in order to ensure the safety and security of employees and students, and to protect CNCA's legitimate business interests, CNCA reserves the right to question any employee or other individual entering onto or leaving CNCA premises.

CNCA's technical resources, such as its computer system, voice mail system, and e-mail, are provided for use in CNCA business, and are to be reviewed, monitored, and used only for business purposes, except as provided in this policy. Employee computer data, voice

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mail messages, and e-mail transmissions may be reviewed by the Principal or other authorized CNCA employee at any time, without notice to the employee, not necessarily in the employee's presence. Employees are otherwise permitted to use CNCA's equipment for occasional, non-work purposes with advance written permission from their direct supervisor. Nevertheless, employees have no right of privacy as to any information or file maintained in or on CNCA's property or transmitted or stored through CNCA's computer systems, voice mail, e-mail, or other technical resources. All bills and other documentation related to the use of CNCA equipment or property are the property of CNCA and may be reviewed and used for purposes that CNCA considers appropriate.

Employees may access only files or programs, whether computerized or not, that they have permission to enter. Computer software is protected from unauthorized copying and use by federal and state law; unauthorized copying or use of computer software exposes both CNCA and the individual employee to substantial fines and/or imprisonment. Therefore, employees may not load personal software onto CNCA's computer system, and may not copy software from CNCA for personal use. All employees must contact their systems administrator to install any software on CNCA's computer system. Unauthorized review, duplication, dissemination, removal, installation, damage, or alteration of files, passwords, computer systems or programs, or other property of CNCA, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including termination of employment.

Most classrooms have been equipped with a telephone that serves as the school intercom system and can also be used in case of an emergency. The telephones are not for personal use. It is the classroom teacher's responsibility to monitor students if an emergency arises and they are allowed to use the telephone. CNCA also prohibits the use of cell phones by employees, except in cases of emergency, while on scheduled work time.

Messages stored and/or transmitted by voice mail or e-mail shall not contain content that may reasonably be considered offensive or disruptive to any employee. Offensive content includes, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, any derogatory comments regarding a protected class of persons, or any comments or images that would offend someone on the basis of his or her age, sexual orientation, religious or political beliefs, national origin, disability, or membership in any other protected class.

Terminated employees should remove any personal items at the time they leave CNCA. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

E. USE OF COMPANY COMMUNICATION EQUIPMENT AND TECHNOLOGY

All CNCA owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of CNCA and are provided to the employee to carry out business on behalf of

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CNCA, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using CNCA owned equipment and technology. Communications made using CNCA owned communications equipment and technology are subject to review, inspection and monitoring by CNCA.

Additionally, CNCA uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or images that may be harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the CNCA's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized CNCA employees. Employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Acceptable Use Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student and Employee Acceptable Use Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the CNCA's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use CNCA's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors, nor may they use such resources for personal entertainment, shopping, or personal business.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or any other protected class or political beliefs may not be displayed or transmitted. Cyberbullying is also prohibited. CNCA staff will help monitor and educate students on Cyberbullying. Cyberbullying includes the transmission of communication, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication devices. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

The e-mail system and internet access are not to be used in any manner that is against the policies of CNCA, contrary to the best interest of CNCA or for personal gain or profit of the employee against the interests of CNCA. Employees must not use CNCA'S communications equipment and technology for the unauthorized disclosure, use and/or dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent using their CNCA issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Certain employees may be furnished with CNCA owned cell phones and/or laptops, in order to conduct CNCA business while off-campus. Such employees are expected to answer their CNCA provided mobile phone or return messages the same day.

F. EMPLOYEE BLOGS AND SOCIAL MEDIA WEBSITES

If an employee decides to blog or comment on a social media website that discusses any aspect of his/her workplace activities, the following restrictions apply:

- CNCA equipment, including its computers and electronics systems, may not be used for these purposes.
- Student and employee confidentiality policies must be adhered to.
- Employees must make clear that the views expressed in their blogs or social media site are their own and not those of the CNCA.
- Employees may not use the CNCA/School logos, trademarks and/or copyright material and are not authorized to speak on behalf of the school and/or organization.
- Employees are not authorized to publish any confidential information maintained by CNCA/School.
- Employees must comply with all CNCA/School policies, including, but not limited to, rules against sexual harassment and retaliation.
- CNCA reserves the right to take disciplinary action against any employee whose blog or comment/s made on social media websites violates this or other CNCA policies.

G. OFF-DUTY USE OF FACILITIES POLICY

Employees are prohibited from remaining on CNCA premises or making use of CNCA facilities while not on duty. Employees are expressly prohibited from using CNCA facilities, CNCA property, or CNCA equipment for personal use.

H. EMPLOYEE PROPERTY

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of school property.

CNCA is not responsible for lost or stolen items belonging to employees. CNCA is also not responsible in the event of break-ins, fire, or other events which may result in damage or loss to employee property.

I. SOLICITATION & DISTRIBUTION OF LITERATURE

Camino Nuevo Charter Academy has established rules, applicable to all employees, to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization, which is not related to CNCA business or which has not been pre-approved by authorized CNCA personnel, during his or her working time or during the working time of the employee or employees at whom the activity is directed;
2. Except as allowed by the Educational Employment Relations Act, no employee shall distribute or circulate any written or printed material which has not been pre-approved by authorized CNCA personnel for distribution in work areas at any time, during his or her working time, or during the working time of the employee or employees at whom the activity is directed;
3. Non-employees will not be permitted to solicit or to distribute written material for any purpose on CNCA property, except when required under California or federal law.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for CNCA; it does not include break periods, meal periods, or periods in which an employee is not, and is not scheduled to be, performing services or work for CNCA.

J. HEALTH & SAFETY

The health and safety of employees and others on CNCA property are important to CNCA. We strive to attain the highest possible level of safety in all activities and operations. CNCA will comply with all health and safety laws applicable to our school.

All employees are responsible for their own safety, as well as that of others in the workplace. CNCA must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to your supervisor

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immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on CNCA's premises, or in a product, facility, piece of equipment, process, or business practice for which CNCA is responsible, bring it to the attention of your supervisor or the Principal *immediately*. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and should contact the Principal regarding the problem.

Periodically, CNCA may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines since strict compliance will be expected. Contact your supervisor for copies of current rules and guidelines. Failure to comply with rules and guidelines regarding health and safety or work performance that endangers health and safety will not be tolerated.

Any workplace injury, accident, or illness *must* be reported to your supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. In compliance with California law, and to promote the concept of a safe workplace, CNCA maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in office.

In compliance with Proposition 65, CNCA will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

K. SMOKING

Smoking is not permitted in any area, within 100 yards of the School.

X. BENEFITS

A. HOLIDAYS

For employees who are not members of the certificated bargaining unit, Camino Nuevo Charter Academy observes the following paid holidays:

- January 1 – New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- July 4th – Independence Day
- Labor Day

- Indigenous Peoples Day
- Veteran’s Day
- Thanksgiving Day and the Friday after Thanksgiving
- Christmas Eve and Christmas Day

When a holiday falls on a Saturday or a Sunday it is usually observed on the preceding Friday or the following Monday. However, CNCA may close on another day or grant compensating time instead of closing. Holiday observance will be announced in advance.

Eligible employees begin holiday pay after completion of their introductory period. To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor.

Temporary, substitute, and non-exempt part time employees working less than 30 hours per week are not eligible for holiday pay. Eligible Classified employees that have not completed their introductory period are not eligible for holiday pay. Holiday pay will be calculated based on your straight time pay rate (as of the date of the holiday) times the number of hours you would have otherwise worked on that day. Holiday pay is not counted for the purpose of calculating an employee’s overtime hours of work or overtime premiums. Non-exempt employees required to work on a designated holiday will receive straight time pay.

B. SHUT DOWN PERIOD

During the academic year the school will have both a winter and spring break. The school will remain open during part of the winter break. However, the school will have two shut down periods from December 24th – January 1st and the other week during spring break. Eligible administrative and classified salaried and full-time hourly staff will be given this time off with pay. Please see the Vice President Human Resources for eligibility.

Hourly full-time employees must complete their introductory period prior to being eligible for the shut-down period.

All hourly part-time seasonal and substitute staff will not receive a work schedule during the winter and spring break, unless otherwise indicated by your supervisor. Please check with your supervisor if you will be scheduled to work during that time.

C. VACATIONS

(Applies to employees who are not members of the Certificated Bargaining Unit)

Full-time employees consistently working 36 hours or more per week are eligible for paid vacation. Classified salaried and full-time employees do not accrue vacation time during the introductory period.

Part-time employees working less than 36 hours, Temporary Employees, Substitutes and Teachers do not qualify for paid vacation time.

Eligible full-time employees shall begin accruing paid vacation time after their introductory period at a rate of 6.67 hours per month. Each year a total of 10 vacation days will accrue, with a maximum of 240 hours (30 days) that can be accrued at any time. Vacation may be carried over to the next calendar year, providing the amount of time has not exceeded the 240-hour maximum.

Once the maximum accrual amount has been reached, no additional vacation will be earned until previously accrued vacation time is used. Employees will not be given retroactive credit for any period of time in which you did not accrue vacation because you were at the maximum. At year-end, unused vacation at or below the maximum accrual amount will carry over to the subsequent year.

Employees are encouraged to take their accrued vacation each year. You must request vacation as far in advance as possible, but at least 15 days prior to the intended vacation days. Vacations will be scheduled so as to provide adequate coverage of job and staff requirements. The Principal will make the final determination in this regard. Vacation may not be taken without at least 15 days approval from your supervisor.

Exempt employees must use vacation for otherwise unexcused absences from work for a day or more. Nonexempt employees must use vacation for otherwise unexcused time away from work during their regularly scheduled hours. Vacation does not accrue during unpaid leaves of absence or other periods of inactive service.

Terminated employees shall receive pay for unused vacation time. Unused vacation time is paid out at the employee's regular pay rate at the time of termination.

D. INSURANCE BENEFITS

1. Medical Insurance

(Applies to employees who are not members of the Certificated Bargaining Unit)

Camino Nuevo Charter Academy provides a comprehensive medical, dental and vision insurance plans for eligible employees and their dependents. Full-time employees may be eligible for medical insurance coverage under CNCA's policy. Part-time employees working 30 hours or more per week may also be eligible for medical insurance coverage under CNCA's policy. All eligible employees qualify for medical coverage the first of the

month following 30 days of employment. If eligible, as part of the compensation for health insurance CNCA will allow a monthly benefit allowance of \$350 for single, full time, eligible employees, \$475 for single, full time, eligible employee and spouse (or dependent), and \$600 per full-time, eligible employee and their family. If costs exceed this cap, deductions will be made from employee's pay to cover ½ the excess costs. Part-time exempt and part-time certificated employees will receive a benefit allowance at a prorated amount based on the percentage of time worked. The Medical insurance coverage is a benefit provided by CNCA. Employees should consult the Benefit Plan Summary for complete information about eligibility and the details of CNCA's medical insurance plans. Copies of the Plan Document and Summary description are available in the Human Resources Department.

2. **Full time, eligible employees who waive all health and welfare benefits will be entitled to a \$1,000 payout at the end of the fiscal year. Full time, eligible employees who waive medical benefits, but accept vision and/or dental insurance will receive an allocation in the amount of \$1,000 minus the total cost of benefits received. Disability Insurance**

Each employee contributes to the State of California to provide disability insurance mandated by the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury unrelated to your employment at CNCA or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the main office.

3. Unemployment Compensation

Camino Nuevo Charter Academy contributes to the Unemployment Insurance Fund on behalf of its employees.

4. Social Security

Non-certificated and some certificated staff are legally required to make contributions into social security. CNCA matches each employee's social security contribution dollar for dollar. You may be eligible to receive these benefits upon your retirement and/or perhaps in other circumstances in accordance with the social security laws.

5. State Teachers Retirement (STRS)

State law requires that all teachers deposit a percentage of their pre-tax salary in the STRS retirement system. An employer contribution is made by CNCA. Contributions are subject to rate change. For additional information on the STRS program you may call STRS directly at (800) 228-5453.

6. California Public Employees Retirement System (CalPERS)

Full time non-certificated employees are required to participate in the CalPERS program. Employees contributing to CalPERS will deposit a percentage of their pre-tax earnings as a condition of employment. An employer contribution is made by CNCA. Contributions are subject to change. For additional information you may contact PERS at (800) 228-5453.

7. Workers' Compensation

If you are injured or become ill on the job, then you may receive, at no cost to you, workers' compensation insurance benefits, which may include medical care, compensation, and vocational rehabilitation. To receive workers' compensation benefits, you must:

- a. Report any work-related injury to your supervisor immediately.
- b. Complete a written claim form and return it to the Principal.
- c. Seek medical treatment and follow-up care if required.

E. SICK LEAVE

Camino Nuevo Charter Academy provides paid accrued sick leave to all eligible employees for periods of temporary absences due to illness, including mental health, injury, etc. Sick leave may only be taken for an employee's own illness, including mental health or injury, or that of an employee's immediate family member.

Sick leave taken to care for a family member such as a parent, child, or spouse is limited to one-half the employee's annual accrual of sick leave. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave.

A employee requesting the use of sick leave for an extended period of time to care for a member of the immediate family must, prior to beginning the leave, provide written verification from the immediate family member's treating physician. The medical certification should certify that because of the immediate family member's serious illness or injury, it is necessary for the employee to be absent from work in order to provide care. The verification must state the probable duration of the need for the employee's care for the immediate family member's condition, the dates the patient was or will be treated for the condition, and whether the need for care by the employee is continuous or intermittent. Such request and verification shall normally be provided 10 work days prior to the beginning of the employee's absence to allow the CEO, or designee an opportunity for review and approval of the request. In the event of a verifiable emergency, written verification shall be provided within 10 days to CEO, or designee.

Certificated, full-time, part-time classified, and substitute employees accrue sick leave in accordance with the schedule below.

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Upon hire, eligible full-time employees shall receive 7.28 hours of sick leave. After the introductory period, sick leave will accrue at a rate of 7.28 hours per month, up to a maximum of 11 days per year. Eligible part-time employees working less than 36 hours per week (but more than 30 hours) will accrue sick time on a pro-rata basis according to the hours worked. The amount of sick time accrued cannot exceed the 45-day maximum.

Employees will not be paid for unused sick leave.

Eligible classified part-time employees working less than 30 hours per week will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire.

Eligible certificated full-time teachers on teacher contracts shall accrue and use sick leave as outlined in the collective bargaining agreement.

Other eligible certificated full-time employees (non-teachers) shall also receive 7.28 hours of sick leave upon hire. After the introductory period, sick leave will accrue at a rate of 7.28 hours per month up to a maximum of 11 days per academic year. Certificated part-time employees shall accrue sick leave on a pro-rata basis according to their schedule. Certificated employees (non-teachers) may carry over their unused sick leave to the next academic year. The amount of sick time accrued cannot exceed the 45-day maximum.

Employees will not be paid for unused sick leave.

Substitute Teachers will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire.

Certification by your health care provider is required for absences of three or more consecutive workdays. However, CNCA may also request such certifications in situations where it is determined that it is warranted, such as for absences immediately before or after a holiday, furlough day, student break, or shut down; when unexcused absences become excessive and/or a pattern of poor attendance exists that is disruptive the operation of a school and/or affecting job performance. CNCA reserves the right to require a satisfactory statement of a health care provider whenever an employee misses work due to an illness, injury or disability. The employee may be asked to provide a statement which verifies that an injury or disability existed, its beginning and ending dates, and/or the employees ability to return to work without presenting an immediate and significant risk to their own health or safety or the health or safety of others. It is your responsibility to apply for any disability benefits for which you may be eligible for as a result of an illness or disability, including California State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

Sick leave used immediately before or after a holiday, student break, or vacation period impacts student learning and job performance. Such absences may require medical certification. Sick leave may not be used during holidays, vacation, or hours of work

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outside an employee's regular schedule. Sick leave benefits will be fully integrated with other benefits available to you so that at no time will you be paid more than your regular compensation. Any misuse of sick time by an employee will result in disciplinary action including termination of employment. Employees will not accrue sick leave during unpaid leaves of absence.

Employees may request to donate accrued sick leave for other staff members. The donation of sick leave is strictly voluntary. The donation of sick leave is on a half-day or full day basis, without regard to the dollar value of the donated or used leave. The maximum number of sick leave days an employee may donate or receive in one calendar year is 10 (ten) days. Donations will be applied to the receiver's sick leave balance in Paychex Flex as needed to remain in paid status not to exceed ten (10) days. At no time may donated sick leave be banked. Unused donated sick leave will be returned to the donor. Donated sick leave may not be collected nor transferred upon separation. The approval of the time off request to be covered by the donated time will be at the discretion of the site principal or designee as outlined in this policy.

Donated sick days can be used for:

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

Employees who wish to donate sick leave days must complete and submit a "Request to Donate Sick Leave" form to the HR Department. The approval of donated or requested sick time will be at the sole discretion of the CEO.

F. LEAVES OF ABSENCE

This section F does not apply to members of the certificated bargaining unit, whose leave of absence privileges are addressed in the collective bargaining agreement.

1. General Provisions

Camino Nuevo Charter Academy may grant a leave of absence in certain circumstances. You should notify your supervisor and/or Principal in writing as soon as you become aware that you may need a leave of absence. A Leave of Absence form will be provided by the Department of Human Resources at the request of the employee. CNCA will consider your request in accordance with applicable law and CNCA's leave policies. You will be notified whether your leave request is granted or denied. If you are granted leave, you must comply with the terms and conditions of the leave, including staying in

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communication with your supervisor or the Principal during your leave, and giving prompt notice if there is any change in your return date.

Employees granted a medical leave of absence must exhaust all available sick leave, up to a maximum of two (2) weeks, prior to unpaid time off.

You must not accept other employment or apply for unemployment insurance while you are on a leave of absence. Acceptance of other employment while on leave will be treated as a voluntary resignation from employment at CNCA. Benefits, such as vacation and holidays, will not accrue while you are on a leave of absence. Upon return from a leave of absence, you will be credited with the full employment status that existed prior to the start of the leave.

CNCA may suspend or proceed with any counseling, performance review, or disciplinary action, including discharge, that was contemplated prior to any employee's request for or receipt of a leave of absence or that has come to CNCA's attention during the leave. If any action is suspended during the leave of absence, CNCA reserves the right to proceed with the action upon the employee's return. Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities capably and up to CNCA's expectations and to observe all CNCA policies, rules, and procedures.

2. Family and Medical Leave **(FMLA & CFRA)**

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

Please contact your supervisor as soon as you become aware of the need for a family and medical leave. The following is a summary of the relevant provisions.

a. Employee Eligibility

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

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

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Leave may be used for one or more of the following reasons: (1) for the birth or placement of a child for adoption or foster care; (2) to care for an immediate family member (spouse or domestic partner, child, or parent, grandparent, grandchild, or sibling) or a person designated by the employee with a serious health condition (employees are limited to one "designated person" per 12-month period); or (3) to take medical leave when the employee is unable to work because of a serious health condition. Under some circumstances, employees may take family and medical leave intermittently--which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. If you are pregnant, you may have the right to take a pregnancy disability leave in addition to a family and medical leave. Please review the pregnancy disability leave policy below and notify your supervisor or the Principal if you need leave due to your pregnancy.

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~~Leave may be used for one or more of the following reasons: (1) for the birth or placement of a child for adoption or foster care; (2) to care for an immediate family member (spouse or domestic partner, child, or parent, grandparent, grandchild, or sibling) with a serious health condition; or (3) to take medical leave when the employee is unable to work because of a serious health condition. Under some circumstances, employees may take family and medical leave intermittently--which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. If you are pregnant, you may have the right to take a pregnancy disability leave in addition to a family and medical leave. Please review the pregnancy disability leave policy below and notify your supervisor or the Principal if you need leave due to your pregnancy.~~

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Certain restrictions on these benefits may apply.

b. Notice & Certification

If you need family and medical leave, you may be required to provide:

1. 30-day advance notice when the need for the leave is foreseeable;
2. Medical certification from a health care provider (both prior to the leave and prior to reinstatement);
3. Periodic re-certification;
4. Periodic reports during the leave.

When leave is needed to care for an immediate family member or your own serious health condition, and is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt CNCA's operation.

c. Compensation During Leave

Family and medical leave is unpaid. CNCA requires you to use all available sick leave, up to a maximum of two (2) weeks, prior to unpaid time off. You may also elect to use

vacation to cover some or all of the family and medical leave. The use of paid time off runs concurrent with and does not extend the length of a family and medical leave.

d. Benefits During Leave

Camino Nuevo Charter Academy will maintain, for up to a maximum of 12 workweeks of family and medical leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following family or medical leave. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are on family and medical leave but you are not entitled to continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. Please contact your supervisor or the Department of Human Resources for further information.

e. Job Reinstatement

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

If you are returning from family and medical leave taken for your own serious health condition, but you are unable to perform the essential functions of your job because of a physical or mental disability, CNCA will attempt to reasonably accommodate you. Your use of family and medical leave will not result in the loss of any employment benefit that you earned or were entitled to before using family and medical leave.

3. Pregnancy Disability Leave

a. Employee Eligibility

Camino Nuevo Charter Academy will grant an unpaid pregnancy disability leave if you are disabled because of your pregnancy, childbirth, or a related medical condition.

b. Leave Available

If you are disabled due to pregnancy, childbirth, or a related medical condition, you may take leave necessitated by your condition and verified by your physician's note, usually

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for a period of up to a four month leave. As an alternative, CNCA may transfer you to a less strenuous or hazardous position if you so request, with the advice of your physician, and if the transfer can be reasonably accommodated.

Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not with family and medical leave under California law.

c. Notice & Certification Requirements

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

d. Compensation During Leave

Pregnancy disability leaves are without pay. However, you must utilize accrued sick time up to a maximum of two (2) weeks, prior to unpaid time off. You may also elect to use any other accrued paid time off during the leave. All of those payments will be integrated with any state disability or other wage reimbursement benefits that you may receive. At no time will you receive a greater total payment than your regular compensation.

e. Benefits During Leave

If you are also eligible for federal or state family and medical leave, CNCA will maintain, for up to a maximum of 12 workweeks, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave. If you are not eligible for family and medical leave, you will receive continued paid coverage on the same basis as employees taking other leaves. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid to the employer by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are on pregnancy disability leave but you do not receive continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. You should contact your supervisor or the Department of Human Resources for further information.

f. Reinstatement

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

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then you will not be entitled to reinstatement. If upon return from a pregnancy disability leave you are unable to perform the essential functions of the job because of a physical or mental disability, CNCA will attempt to accommodate you.

4. Workers' Compensation Disability Leave

a. Employee Eligibility

Camino Nuevo Charter Academy will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, CNCA may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law.

b. Notice & Certification Requirements

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

c. Compensation During Leave

Compensation for lost earnings due to a workers compensation disability leave will be paid by the company's workers' compensation insurance carrier according to California law. You may also utilize accrued sick time and any other accrued paid time off during the leave, to supplement any workers' compensation benefits, state disability, or other wage reimbursement benefits for which you may be eligible. At no time will you receive a greater total payment than your regular compensation.

d. Benefits During Leave

If you are eligible for family and medical leave under the federal or state family and medical leave laws, CNCA will maintain, for up to a maximum of 12 workweeks, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following your workers' compensation disability leave. If you are not eligible for family and medical leave, you will receive continued coverage on the same basis as employees taking other leaves. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid to the employer by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are not entitled to continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by

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making monthly payments to CNCA for the amount of the relevant premium. You should contact your supervisor or the Department of Human Resources for further information.

e. Reinstatement

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

5. Military Leave (Active and Reserve Service)

Unless otherwise required by law, this leave is without pay. It is provided to you when you enter military service of the Armed Forces of the United States or are in the Armed Forces Reserves. You are afforded reemployment rights and retain full seniority benefits for all prior service upon reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act and the California Military and Veterans Code. You must bring your military service orders to the Principal for review upon receipt prior to commencement of the leave.

6. Civil Air Patrol Leave

Members of the California Wing of the civilian auxiliary of the U.S. Air Force Civil Air Patrol are entitled to up to ten (10) days of leave per year. The Leave for a single emergency mission cannot exceed three (3) days, unless the emergency is extended by the entity in charge of the operation and the V.P. of Human Resources approves the leave extension.

The leave is unpaid, however, employees taking this leave may use all accrued vacation.

Employees will be reinstated to the position they held when the leave began or to an equivalent position. Health benefits, if applicable, will be maintained during the leave at the employee's expense.

7. Organ & Bone Marrow Leave

Organ donors shall be provided a leave of absence of up to thirty (30) business days in any one-year period. Bone marrow donors shall be provided a leave of absence of up to five (5) business days in any one-year period, calculated from the date the employee's leave begins. In both cases, the employee must take the leave to donate an organ or bone marrow to another person. Written verification of the need for donation must be provided and must include the employee is the bone marrow or organ donor and that the donation is medically necessary.

Employees who request this leave must take up to five days of accrued paid sick or vacation time. An employee requesting leave for organ donation is required to take up to two weeks of accrued paid sick or vacation time if available.

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Health benefits, if applicable, will be maintained for the full duration of the leave in the same manner that the coverage would have been maintained if the employee had been actively working.

Employees will be reinstated to the position they held when the leave began or to an equivalent position.

G. OTHER TIME OFF

1. Personal Leaves of Absence

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

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

2. Disability Leave

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

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

3. Funeral or Bereavement Time Off

Any employee, who has been employed for thirty (30) days by CNCA, may take up to ~~three (3)~~ five (5) consecutive workdays off with pay within ~~30 days~~ three (3) months following ~~the~~ a pregnancy loss and/or the death of an immediate family member of the employee's or the employee's current spouse/domestic partner. Immediate family member means a spouse/domestic partner, parent, child, sister, brother, grandparent, grandchild (including step or foster relationships), or any other relative living in the immediate household of the employee. Pregnancy loss refers to miscarriage, stillbirth, or termination of a pregnancy, and employees are eligible for this leave regardless of gender if they are the pregnant person or spouse or domestic partner of the pregnant person.

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Funeral or Bereavement time will be paid on a pro-rated basis for those employees that work less than 40 hours per week.

The Principal or supervisor may also approve additional unpaid time off.

~~If requested by CNCA, within 30 days of the first day of the leave, an employee shall provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. Any employee may take up to three consecutive workdays off with pay within 30 days following the death of an immediate family member of the employee's or the employee's current spouse. Funeral or Bereavement time will be paid on a pro-rated basis for those employees that work less than 40 hours per week. Immediate family member means a parent, child, sister, brother, grandparent, grandchild (including step or foster relationships), or any other relative living in the immediate household of the employee. The Principal or supervisor may also approve additional unpaid time off.~~

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4. Civic Duty Time Off

Camino Nuevo Charter Academy encourages employees to serve on jury or witness duty when called. It also understands that, if an employee is the unfortunate victim of domestic violence, that employee may need to take time from work to appear in court in an effort to obtain relief from such violence. You must notify your supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court or a subpoena is received. If you need time off to obtain relief from domestic violence, you must give your supervisor reasonable notice that you are required to appear in court. If the appearance in court is unscheduled or an emergency appearance, advance notice is not required, but you may be required to provide evidence from the court within a reasonable time after your appearance that shows you appeared in court.

Nonexempt employees will receive full pay while serving up to five days of jury or witness duty or for taking up to five days off to appear in court in an effort to obtain relief from domestic violence. Exempt employees will receive pay for up to five days of absence due to jury or witness duty or due to appearing in court to obtain relief from domestic violence. Any additional time off will be without pay. Any mileage allowance, fee, et cetera, paid for jury or witness duty will be credited against any payments made by CNCA. Verification from the court clerk of having served may be required. On the days you take off from work to perform jury duty, witness duty, or to obtain relief from domestic violence, you will be expected to return to work for the remainder of your work schedule if time permits.

5. Voting Time Off

If you cannot vote in a statewide public election before or after working hours, then you will be allowed sufficient time off to go to the polls. CNCA will pay you for up to the first two hours of absence from regularly scheduled work that is necessary to vote in a statewide public election. Any additional time off will be without pay. You must give reasonable notice to the Principal of the need to have time off to vote and must give at least three (3) days' notice when possible.

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6. Time Off for Volunteer Firefighters

A registered volunteer firefighter who would like to perform emergency duty during work hours must notify his or her supervisor and the Principal in advance of their status as such a volunteer, and shall provide written certification of such status. Also, please alert your supervisor before leaving CNCA premises when summoned for emergency duty. All time off to serve as a volunteer is unpaid.

7. Time Off to Attend School Activities

If you are a parent, guardian, or grandparent with custody of a child in kindergarten, grades 1-12, inclusive, or a licensed day care center and you wish to take time off to visit your child's school for a school activity, you may take off up to eight hours each calendar month (up to a maximum of 40 hours each calendar year), per child, provided you give reasonable notice to the Principal of your planned absence. Employees wishing to take leave for a child's school activities must utilize their existing vacation time in order to be paid by the school. Employees who do not have vacation time available will take the time off without pay. CNCA requires documentation from the school noting the date and time of your visit.

If both parents of a child work for CNCA, only one parent--the first to provide notice--may take the time off, unless CNCA approves both parents taking time off simultaneously.

You may also be granted time off to attend a school conference involving the possible suspension of your child. Please contact your supervisor if time off may be needed for this reason.

8. Time Off for Adult Literacy Programs

Camino Nuevo Charter Academy may make reasonable accommodations for any employee who reveals a literacy problem and requests that CNCA assist in enrolling in an adult literacy program, unless undue hardship to CNCA would result.

CNCA may also assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs.

CNCA will take reasonable steps to safeguard the privacy of any employee who identifies as an individual with a literacy problem. Any employee who wishes to identify as an individual with a literacy problem may contact the Principal directly. Further, individuals who are performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While CNCA generally encourages employees to improve their literacy skills, CNCA will not reimburse employees for the costs incurred in attending a literacy program. Nonexempt employees may use vacation pay to make up for work that is missed to attend literacy classes.

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9. Lactation Accomodation

CNCA recognizes lactating employees' rights to request lactation accommodation, and accommodates lactating employees by providing a reasonable amount of break time and a suitable lactation location for any employee who wish to express breast milk.

CNCA will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child. This break time will run concurrently with any break time already provided to the employee, if possible. CNCA will make reasonable efforts to ensure the employee can express milk in a private room that is not a bathroom, has a door that locks, and is in close proximity to the employee's work area.

Pursuant to California Labor Code Section 1031, CNCA shall provide an employee with the use of a room or other location for the employee to express milk in private. The lactation room or location shall not be a bathroom and shall be in close proximity to the employee's work area, shielded from view, and free from intrusion while the employee is expressing milk. The lactation room or location may include an employee's private office if it otherwise meets the requirements of a lactation space.

The lactation room or location shall comply with all of the following requirements:

- 1) Be safe, clean, and free of hazardous materials, as defined in California Labor Code Section 6382.
- 2) Contain a surface to place a breast pump and personal items.
- 3) Contain a place to sit.
- 4) Have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump.

CNCA shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the unit member or employee's workspace. If a refrigerator cannot be provided, CNCA may provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Where a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over the other uses, but only for the time it is in use for lactation purposes.

Flexible Break Times

Employees who are breast-feeding or expressing breast milk are entitled to request a lactation accommodation and must be provided reasonable break times for breast-

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feeding or expressing breast milk throughout the day. Pursuant to labor code 1030, break times shall, if possible, run concurrently with any break times already provided to the employee. When this is not possible, the employee will confer with their supervisor to determine an appropriate break schedule and request coverage when necessary.

Lactation Accommodation Requests and Support

Employees who would like to request a lactation accommodation should contact their supervisor/Principal to request an accommodation. In addition, an employee may work with the Human Resources team to request support regarding lactation accommodation, including assistance with identifying a designated or appropriate space to express milk or concerns about the need for reasonable break times.

An employee's request may be provided orally, by email or in writing and need not be submitted on a specific form. We will engage in an interactive process with you to determine when and where lactation breaks will occur.

CNCA will not tolerate discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who file a complaint related to the right to a lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have been otherwise denied your right related to lactation accommodation, you have a right to file a complaint with the Labor Commissioner by calling (213) 620-6330.

XI. TERMINATION

This section XI does not apply to members of the certificated bargaining unit, whose procedures for termination are addressed in the collective bargaining agreement.

A. VOLUNTARY TERMINATIONS

Voluntary terminations result when an employee voluntarily resigns from their employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by the employee's supervisor. CNCA asks that you give at least two weeks written notice. This will provide CNCA the opportunity to make the necessary adjustments in operations. All CNCA property, including vehicles, keys, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment. CNCA retains the right to accept your resignation immediately and pay you the amount of straight time compensation you would have earned in place of any further performance.

B. INVOLUNTARY TERMINATIONS

An involuntary termination is initiated by Camino Nuevo Charter Academy.

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C. REDUCTIONS IN FORCE

While CNCA hopes to continue growing and providing employment opportunities, business conditions, student demands, and other factors are unpredictable. Changes or downturns in any of these or other areas could create a need to restructure or reduce the number of people employed. In light of these uncertainties, please be advised that it may become necessary to conduct layoffs at some point in the future.

In the event that CNCA determines to lay off any employee or a number of employees, CNCA retains full discretion to select which employee(s) will be laid off. If restructuring or reducing the number of employees becomes necessary, CNCA will attempt to provide advance notice, if possible, to help prepare affected individuals. While CNCA retains full discretion, some of the relevant factors might include CNCA's operational requirements and the skill, productivity, ability, and past performance of those involved.

D. SEPARATION PROCESS

After an employee terminates their employment with CNCA, either voluntary or involuntary, they must complete the separation process.

1. The first step in the separation process is to complete the separation paperwork. The separation paperwork consists of:

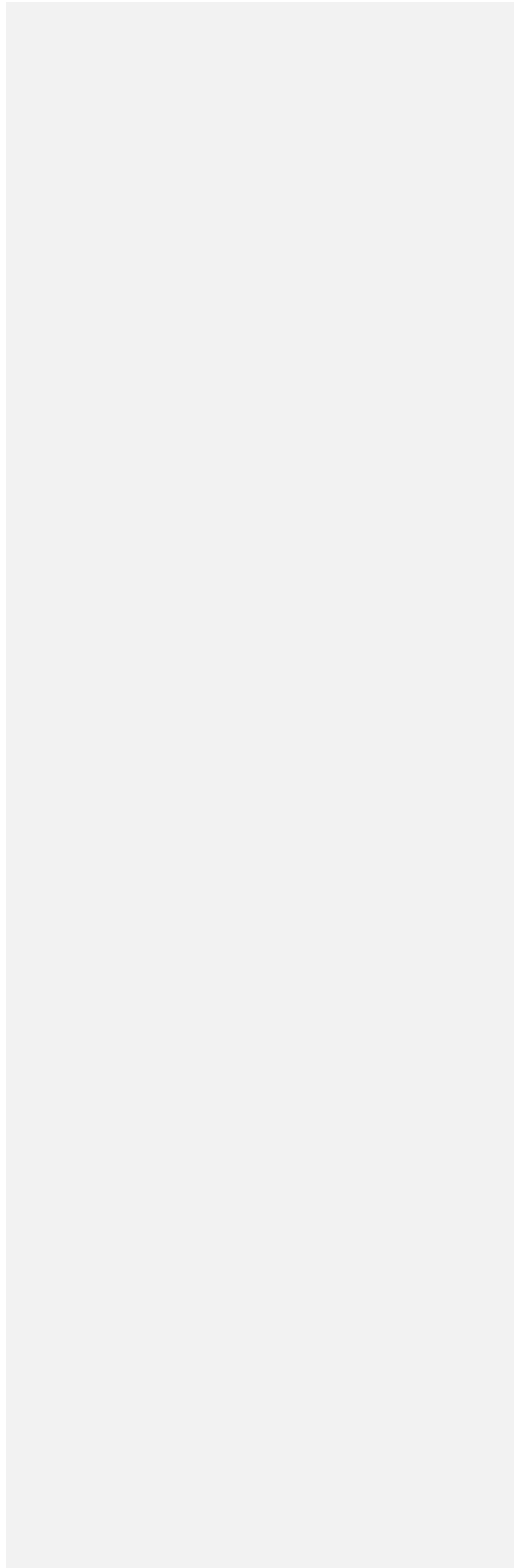
- a) Notice of change in relationship form – this form is used to acknowledge that both the employee and CNCA recognize that the employee's status has changed due to terminations, whether voluntary or involuntary.
- b) COBRA Election form & COBRA letter – this form is given to employees who were eligible for insurance benefits during their employment at CNCA. Employees may choose to continue their benefit coverage, at their own cost, through the COBRA plan.
- c) Exit Interview – whenever possible an exit interview will be conducted in order for the school to receive feedback and suggestion on any areas of improvement and growth or areas of strength.
- d) "For Your Benefit" booklet – this booklet is given to all employees to inform them about unemployment insurance.

2. The employee must return any school property that may have been issued to him or her during employment (i.e. keys, credit card, cell phone, etc.).

3. If the termination of employment was voluntary, employees will receive their paycheck within three days of their termination date. If termination was involuntary, employees will receive their paycheck on their termination date.

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ACKNOWLEDGMENT AND AGREEMENT

This is to acknowledge that I have received a copy of the Camino Nuevo Charter Academy (CNCA) Employee Handbook and understand that it sets forth some of the terms and conditions of my duties, responsibilities, and obligations of employment with Camino Nuevo Charter Academy. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in this handbook and to abide by the rules, policies, and standards set forth in this handbook.

Employee Signature

Date

Employee Name [printed]

2023-2024 CNCA Handbook Edit Summary:

- Page 9. – Equal Employment Opportunity Employer
 - *Updated language updated to reflect California law.*
- Page 13. – Substitute Employees
 - *Sick leave was revised on page 13 to align with Sick Leave Policy on page 50, making it explicit that 48 hours of sick leave are provided upon hire to all Substitute Teachers.*
- Page 51. – Family & Medical Leave
 - *Updated language to reflect California law.*
- Page 57.- Funeral or Bereavement Time Off
 - *Updated language to reflect California law to increase the number of bereavement days from three (3) to five (5). CNCA also updated the policy to include “pregnancy loss” as qualifying event.*

Coversheet

Land Care Contract

Section: IV. Consent Agenda

Item: D. Land Care Contract

Purpose: Vote

Submitted by:

Related Material:

PVL Agreement Summary.pdf

Pacific Vista Landscape Camino Nuevo Land Care Contract 2023 SIGNED.pdf

Pacific Vista Landscape Camino Nuevo Extension 2023 signed.pdf



Pacific Vista Landscape Services (PVL)

20 años | Camino Nuevo Charter Academy



- Current Agreement has been extended for 2023-2024

Strengths	Strengths
<ul style="list-style-type: none"> ● Effective and reliable contract ● No staff changes in staff and management since start of the contract ● No issues with PVL staff, negative interactions at school sites, and no property damage 	<ul style="list-style-type: none"> ● Environmental sustainable landscape management ● Minimal water use and use of California drought tolerant plants ● Minimal cost increase to offset inflation
Monthly Maintenance of Sites	Summary
<ul style="list-style-type: none"> ● Cisneros- \$1,626.00 ● Burlington (697 + 661)- \$1,382.00 ● Castellanos- \$1,160.00 ● Eisner - \$783.00 ● Kayne Siart- \$1,595.00 ● Home Support Office- \$691.00 ● Soccer Field- \$ 783.00 ● Dalzell Lance HS- \$3,150.00 <p>=====</p> <p>Monthly Total: \$11,170.00</p>	<ul style="list-style-type: none"> ● Extension is through 6/1/23-6/1/2024, option to extend 1 additional year or 2 years, at increased rate not to exceed 4%



Pacific Vista Landscape Services, Inc.

Camino Nuevo Charter Academy



Landscape Maintenance Program

P.O. Box 220640, Newhall CA 91322-0640
Office: 661-222-7525 Fax: 661-222-7790



Pacific Vista Landscape Services, Inc.

Camino Nuevo Charter Academy EXHIBIT "A"

Camino Nuevo Charter Academy
Attn: Carla Rivera
661-S. Burlington Avenue
Los Angeles, CA 91307-1001
213-539-1496
Carla.rivera@pueblonuevo.org

May 23, 2023

Landscape Maintenance Contract

This agreement is made on 5/23/2023 by and between **Pacific Vista Landscape Services, Inc.** hereinafter called "contractor", and Camino Nuevo Charter Academy hereinafter called "owner" or "owner's agent". This agreement provides for landscape maintenance on the project described as a landscape contract for:

1. **SCOPE OF WORK:** The contractor agrees to provide landscape maintenance services per exhibit "A" attached hereto or as follows:
2. **TERM:** Term of contract shall be a one-year guarantee of attached pricing. This contract shall continue after the anniversary date on a month-to-month basis. This contract may be cancelled by either party with a 30-day written notice at any time during or after the first year. An increase, based on operating costs, may be applied as outlined in line 12 of this contract. Upon cancellation by either party all moneys outstanding will become due and payable within ten days.
3. **PAYMENT:** Owner agrees to pay contractor the sum of **\$ 11,170.00** for the landscape maintenance services detailed in exhibit "A". Contractor shall bill on the 1st day of each month and all billings shall be payable on or before the 1st day of the following month. A 1 ½% service charge per month (18% annual rate) shall be assessed on bills not paid within 30 days from billing date. Owner agrees to pay contractor for all authorized extra work provided. All other extra work provided shall be billed upon completion and such billings shall be payable upon receipt of the invoice. Contractor has the right to hold job/project idle until payment has been received on past due accounts. Upon cancellation of services, all outstanding invoices are due and payable within 15 days from final service date.
4. **GENERAL INSPECTION:** General Inspection shall occur on weekdays during normal business hours on a pre-scheduled basis at the request of owner and or contractor.
5. **TRASH:** All debris accumulated as a result of normal maintenance operations shall be disposed of off-site the day such debris accumulates.
6. **INSURANCE:** Contractor shall maintain at least \$2,000,000.00 General Liability and Property Damage. Workers Compensation insurance certificates shall be furnished, upon request, with endorsement page naming owner and manager as additional insured's.
7. **ADVERSE CONDITIONS:** Contractor shall not be required to work during adverse weather conditions, including but not limited to, windstorms and rainstorms.
8. **HOLIDAYS AND RAIN DAYS:** Pacific Vista Landscape Services, Inc. recognizes the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day. Rain occurring on a service day will not be rescheduled. In the event two or more service days are interrupted by rain, every attempt will be made to visit the above property, assuring its appearance until regular maintenance can be provided. Though inclement weather creates hazardous work conditions, maintenance crews remain on stand-by for emergency services. Any hazard service necessary will be billed at Emergency Hazard Rates; however, Field Supervisors will be inspecting projects during inclement weather as part of general maintenance services.
9. **NOTIFICATIONS AND AUTHORIZATIONS FOR EXTRA WORK OR CHANGES IN THE SCOPE OF WORK:** All change orders and notifications shall be done in writing. Acceptable methods include letters by mail, overnight delivery, fax and email. Any verbal communications shall be documented in writing in one or more of the above manners.

P.O. Box 220640, Newhall CA 91322-0640
Office: 661-222-7525 Fax: 661-222-7790
Powered by BoardOnTrack



Pacific Vista Landscape Services, Inc.

- 10. **LICENSING:** Contractors are required by law to be licensed and regulated by the contractor's state license board. Any questions concerning a contractor may be referred to the registrar.
- 11. **WORK STOPPAGE:** Pacific Vista shall have the right to stop work if any payment is not made to Pacific Vista under this agreement. Pacific Vista may keep the job idle until all payments due have been received. Such action by Pacific Vista shall not in any manner, be deemed a breach of this agreement by Pacific Vista.
- 12. **Contract Extension and Rate Adjustments:** Contractor is offering a multi-year extension. Each extension may require a small increase in monthly maintenance costs to cover minimum wage increases, cost of doing business workers compensation etc. The amount of increase is typically based upon CPI or a maximum of 3.5 %. Excluding mandatory minimum wage increases imposed by City, State or Federal requirements. Each extension will require an updated contract with current details and original contract as attachment.

Extension 1: (6/1/2024): 1 Year at increased rate not to exceed 4%, if necessary, based on outlined perimeters.

Extension 2: (2025): 1 Year at increased rate not to exceed 4%, based on outlined perimeters.

- 13. **ARBITRATION:** If, at any time, any controversy shall arise between Pacific Vista and the owner/association with respect to any matter in question arising out of or relating to this agreement or the breach thereof, in which the parties do not promptly adjust and determine, said controversy shall be decided by arbitration administered by and in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association unless the parties mutually agree otherwise. The award rendered by the arbitrators shall be final, and judgment may be entered upon it in any court having jurisdiction thereof.
- 14. **LEGAL FEES AND VENUE:** In the event of litigation to enforce or interpret this agreement, the prevailing party shall be entitled to reasonable attorney fees. This contract is deemed made at the contractor's place of business and a lawsuit may be brought at the contractor's option, in the judicial district serving contractor's principle of business.
- 15. **DEFAULT NOTICE:** In the event that items or conditions are to be corrected or remedied, owner/association further agrees to provide Pacific Vista with adequate notification of said items, in writing. Owner/association further agrees to allow Pacific Vista adequate time to remedy those items or conditions.
- 16. **PACIFIC VISTA will work in conjunction with the owner/association board of directors and the respective management company only.**

CONTRACTOR:

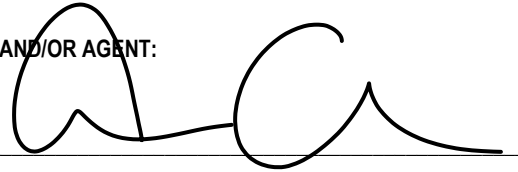
NAME:

James Habeger

JAMES HABEGER License #C27 687865

OWNER AND/OR AGENT:

BY:



TITLE:

CEO

DATE:

6/7/23

START DATE: **June 1st, 2023**

P.O. Box 220640, Newhall CA 91322-0640

Office: 661-222-7525 Fax: 661-222-7790

MONTHLY LANDSCAPE MAINTENANCE

1018 Mohawk Street	Sandra Cisneros Campus	\$ 1,626.00
697 South Burlington Avenue	Burlington K-3 / Parking	\$ 691.00
661 South Burlington Avenue	Early Childhood Campus	\$ 691.00
1723 West Cordova Street	Jose A. Castellanos Elementary	\$ 1,160.00
2755 West 15 th Street	Eisner Middle School	\$ 783.00
3400 West 3 rd Street	Kayne Siart K-8	\$ 1,595.00
3435 Temple Street	Home Support Office	\$ 691.00
Sports-Soccer Field / Parking	Soccer Field / Parking	\$ 783.00
3500 Temple Street	Dalzell Lance High School	\$ 3,150.00

Projected Monthly Portfolio Land-Care Program: \$11,170.00

Monthly Maintenance: Eleven thousand one hundred and seventy dollars and zero cents (\$11,170.00)

Annual Maintenance: \$ 134,040.00

Monthly man hours:

(277) Maintenance Crew

(18) Irrigation Technician

(18) Field Supervisor/Foreman

Current and Projected Inclusions:

- Fertilization will be applied a minimum of twice each year.
- Minor Landscape Pest Control.
- Irrigation: A full inspection for efficiency, water conservation and waste.
- Landscape Enhancement Renditions.
- Weekly visits by Account Manager to portfolio.
- Monthly landscape reports upon request.
- Additional man hours, irrigation technician and foreman.

**Include weekly visits by a level III Field Supervisor and or Account Manager. A monthly report of goals and accomplishments can be supplied for review upon request.

** Please Note: man-hours as stated do not include travel time.



Pacific Vista Landscape Services, Inc.

Camino Nuevo Charter Academy Contract Extension

April 1, 2023

Camino Nuevo Charter Academy
Attention: Carla Rivera / Jesus Rivas

To whom it may concern,

It has been our pleasure to work closely with you and your terrific staff. We have made every effort to make improvements to the campuses through maintenance while trying to keep the budget intact. With your direction and our teamwork, we have made great strides in the over-all aesthetics of the projects. We also realize there is much still to accomplish.

It is our hope to continue the good work and enjoy the unique challenges each campus poses. With that in mind, we would like to offer the following 3 month extension of land care services:

Extend current contract for April, May and June 2023.
Pricing structure to remain the same.

We enjoy the work at the schools and hope to continue as part of your team.

Thank you so much for your time and we look forward to future works,

Kindest Regards,

James Habeger

James Habeger
President and CEO
Pacific Vista Landscape Services, Inc.

Approval Signature: _____

Adriana Abich, CEO

6/7/21

Date of approval: _____

P.O. Box 220640, Newhall CA 91322-0640
Office: 661-222-7525 Fax: 661-222-7790

Coversheet

SY 23-24 Student and Family Handbook

Section: IV. Consent Agenda
Item: E. SY 23-24 Student and Family Handbook
Purpose: Vote
Submitted by:
Related Material:
23-24SY Student and Family Handbook One-Pager.pdf
Final 2023-2024 CNCA Student and Family Handbook (Awaiting Board Approval).pdf



Changes to the Student and Family Handbook for the 2023 – 2024 School Year

- Updated our “About Camino Nuevo Charter Academy” section
- Updated the “School Schedules and Calendars” section and included a School Day section
- Updated the Student Records section to include a “Camera Footage Policy”
- Updated language to “Unhoused and Unaccompanied Minor Students Policy”
- Updated the language in “Chronic and Egregious Absences”
- Included new language in the “Visiting the School section”
- Updated the “Field Trips” policy to include overnight field trip expectations
- Updated the language in our “Gender Identity and Bathroom Access” section
- Removed item K from our “Offenses Subject to Broad Principal Discretion to Suspend or Recommend Expulsion” section
- Updated the “Grievance Procedures” under the Harassment, Discrimination, and Bullying Policy
- Updated a section in our School-Parent Compact
- Updated the Graduation Requirements



**Camino
Nuevo
Charter
Academy**



STUDENT & FAMILY HANDBOOK

K - 12 Grades

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LETTER FROM THE CEO

Welcome to the 2023-2024 School Year!



Dear Families,

I am proud and grateful to serve as the Chief Executive Officer (CEO) of Camino Nuevo Charter Academy. Thank you for entrusting us with your child's education. As a parent, I know that choosing the right school for your child is extremely important. I also know that partnering with your child's school is one of the best ways to support their learning and help them achieve their goals.

All of us at Camino Nuevo believe in working together with you to ensure students can grow, learn, and reach their full potential. We are your partners in the education of your child, and we need your cooperation and support to make every day as meaningful and productive as possible.

This handbook contains the policies, procedures, and practices for the education of students enrolled at Camino Nuevo and other helpful information. It is important you and your child review the handbook together and become familiar with its contents so that all students can have a safe and positive learning experience. If you have any questions, please contact your school.

While we do our best to keep your child on a path to success at school, we ask that you guide and support your child's learning at home by ensuring that your child:

- Comes to school daily and arrives on time, ready for learning
- Completes all homework assignments
- Reads daily to develop a love for reading and to improve literacy skills
- Shares school experiences with you so that you are aware of their progress
- Informs you if they need additional support in any area or subject

Thank you for your partnership and support. I look forward to meeting you and working together to help your child reach high levels of joy and success in school.

Sincerely,
Adriana Abich
Chief Executive Officer

ABOUT CAMINO NUEVO CHARTER ACADEMY

Who We Are

Camino Nuevo Charter Academy (CNCA) is a network of high-performing public charter schools in Los Angeles, California. Our schools educate students through a comprehensive approach that prepares them for success from early childhood through high school, in college, and in life. Each CNCA school provides a college preparatory education enriched with a full range of student and family support services. We offer a continuum of care connected to the specific needs and demands of the neighborhoods we serve—including a dual language program option.

Students have access to college-preparatory classes, mental health services, and high-quality enrichment opportunities in the arts and sciences. Students at Camino Nuevo Charter Academy also benefit from our college readiness program, as well as scholarships to support their college education, and they receive continued support from us as Alumni.

Our Mission

Camino Nuevo Charter Academy's mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity towards the world around them.

Our Anchor Values

Anchor Values are an important part of our community. Anchor values are values that guide our decisions, our actions, and our connections. Anchor Values help us create a culture of excellence and belonging. At Camino Nuevo Charter Academy, we practice the following five Anchor Values:

- **Excellence:** We take responsibility for our students and staff achieving consistently outstanding results.
- **Equity:** We recognize and value the individuality and experiences of all students and respond to their unique academic, emotional, psychological, and social needs.
- **Community:** We are rooted in our community's richness and in the cultural and environmental context where our students and families live.
- **Innovation:** We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work.
- **Joy:** We build and maintain positive relationships that foster happiness and fulfillment among students, staff and families.

Our History

In 1992, Dr. Philip Lance began working with residents of the MacArthur Park community to find ways to address the severe economic and social needs of the area. Dr. Philip Lance connected with residents by hosting mass on the grass, a simple religious service right in MacArthur Park.

In 1993, the collective efforts that grew from these gatherings led to the formation of Pueblo Nuevo Development, a nonprofit community development corporation founded by Dr. Philip Lance in the MacArthur Park neighborhood west of downtown Los Angeles. Pueblo Nuevo Development was a vehicle to create economic opportunities for residents of the MacArthur Park neighborhood. Several organizations and businesses grew out of this effort, including a thrift store and a worker-owned janitorial company.

In 2000, Dr. Philip Lance teamed up with Paul Cummins, the founder of several successful schools, to open Camino Nuevo Charter Academy with support from the community. Together, they built a school that offered children a safe learning environment and emphasized language immersion and the arts.

Today, Pueblo Nuevo Development – now the Pueblo Nuevo Education and Development Group (PNEDG) – supports the seven Camino Nuevo campuses that serve about 3,200 students from Transitional Kindergarten through 12th. PNEDG provides resources to enrich the experiences and services offered to the students, families, and alumni of Camino Nuevo Charter Academy.

The Camino Nuevo Way: Continuum of Care

At Camino Nuevo, we focus on addressing students' comprehensive needs to ensure that each student is healthy, supported, engaged and challenged –an approach that sets the stage for long-term student success. Our Continuum of Care supports early childhood education, high quality TK-12 college pathways, college completion support, and authentic family engagement. These supports develop students' social-emotional and cultural capital, build critical thinking skills, and empower students to succeed in college and careers. In an effort to support the shared aspirations of the community and desire for each student to thrive and succeed in life, Camino Nuevo provides students with supports to ensure their basic health, human, and social needs are met. Comprehensive services include case management, mental health counseling, parent leadership development, health education and social services referral.

Access to Mental Health Services

The Jeri Weiss Mental Health Program at Camino Nuevo Charter Academy offers a wide range of free mental health services to the charter network's uninsured children and their families, helping them

overcome social and emotional challenges and regain the focus and motivation to succeed in school and in life. During Distance Learning, we provided telehealth services through secure and confidential video and telephone sessions. Through the program, students and their families can receive individual, family, and group therapy for a variety of emotional and mental health challenges, such as anxiety, depression, and trauma. The mental health clinicians also work closely with school staff, providing them with tools and strategies to best support students who are struggling. By folding mental health services into the school day, more students will be able to get the help they need and realize their academic goals. We also partner with, and offer referrals to community based agencies when a student needs a higher level of care, in order to meet the mental health needs of our students and families. To access mental health services at your school, please reach out to the Family Services Coordinator or leave a message at the front office and a mental health clinician will reach out to you to discuss mental health needs.

Students will have access to a school therapist if they are experiencing a crisis during school hours. Students are encouraged to seek support if they feel dysregulated and need a safe space to process feelings. Parents who do not want their child to meet with a school therapist should reach out to their school leadership team.

Family Involvement: Families as Partners in Education Program

At Camino Nuevo, we value the strengths and gifts that diverse families contribute, and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process in order to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom and at the school level. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and health case management for families in need.

Support Services for Students and Families

Each Camino Nuevo school offers coordinated support services for students and families as well as meaningful ways for parents/guardians to get involved in the school community. Workshops and training sessions are offered to build on the capacity of our families. Parents/guardians are involved in leadership positions through their active participation in Site Based Council (SBC), English Learner Advisory Committee (ELAC), Parent Community Leaders Committee and/or the School Culture Planning Committee. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality

education and life for their students. To find out how to get involved, or for more information, please contact the Family Services Coordinator at your campus.

SCHOOL INFORMATION AND PROCEDURES

School Day

*Please note that each campus may modify their school hours, especially while the COVID-19 pandemic persists and distance learning is in effect.

Burlington TK - 5		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:00am	3:00pm
Minimum Day	8:00am	12:30pm
Early Release Day	8:00am	12:30pm
Burlington 6 - 8		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:00am	3:15pm
Minimum Day	8:00am	12:30pm
Early Release Day	8:00am	12:30pm
Jose Castellanos TK - 5		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:00am	3:00pm
Minimum Day	8:00am	12:30pm
Early Release Day	8:00am	12:30pm

Sandra Cisneros TK - 8		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:00am	3:15pm
Minimum Day	8:00am	12:30pm
Early Release Day	8:00am	12:30pm
Jane B. Eisner 6 - 8		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:15am	3:15pm
Minimum Day	8:15am	12:25pm
Early Release Day	8:15am	12:45pm
Kayne Siart TK - 8		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:00am	3:15pm
Minimum Day	8:00am	12:30pm
Early Release Day	8:00am	12:30pm
Dalzell Lance 9 - 12		
Type of Schedule	Start Time	Dismissal Time
Regular Day	8:30am	3:45pm
Minimum Day	8:30am	1:55pm
Early Release Day	8:30am	1:55pm

School Calendar

The school calendar is included as Attachment A. CNCA's calendar includes 185 instructional days for grades TK through 12. Please take time to review the holidays and shortened/minimum days.

School Accountability Report Card (SARC)

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. To view the SARC for each campus, please visit www.caminonuevo.org >choose a Campus> Academics > School Accountability Report Card. A copy may also be requested in the main office of every school.

Enrollment

New student enrollment requires the completion of the following steps and documents. Families must attend an enrollment orientation and provide the following:

- Age verification document for student
- Guardian/Family photo ID (Government Issued ID)
- Proof of Immunization
- Individual Education Plan (if applicable)
- Pupil Accounting Report/Letter of Transfer (if available)
- Proof of residence (if applicable)
- Court restrictions (if applicable)

The school will provide the following for the family to complete:

- CNCA Enrollment Form
- Request for PowerSchool Family/Guardian Access
- CNCA RUP (Internet Permission)
- Family/Guardian Education Level Questionnaire
- CNCA Migrant Education Program Family Questionnaire
- Media Release
- Oral Health Assessment
- Family/Guardian Compact (Family/Guardian Student Pledge)
- CNCA Emergency Card
- CNCA Volunteer Application
- Emergency Counseling Consent Form
- Contact Directory Release Form
- Alternative Income Form for the Meal Program
- FERPA Release Form
- Physical Exam Cards

Returning student enrollment requires the completion of the following steps and documents:

- CNCA Re-Enrollment Form
- CNCA Emergency Card
- Family/Guardian Acknowledgement Form
- Meal Application Packet (collected after July 1)

- Proof of Immunization (for applicable grades)

Student Records

CNCA recognizes the importance of keeping accurate, comprehensive student records as required by federal and state laws. CNCA shall notify parents in writing of their rights under this chapter upon the date of the pupil's initial enrollment.

The Family Educational Rights and Privacy Act (FERPA)

Requires that schools get written consent from parents/legal guardians/educational rights holders (parents) before disclosing student information, unless the information is in response to a court order or disclosure is otherwise authorized by law. In addition, under **Education Code 49063**, parents/guardians have the right to:

- Inspect and review the student's educational record maintained by the school
- Request that a school correct records which they believe to be inaccurate or misleading
- Have some control over the disclosure of information from educational records

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. Student records are maintained at the school site location. Records at CNCA sites are generally kept in the main office with the registrar as custodian of records. Records are usually maintained as indicated below:

- Student records pertaining to student health are maintained in the health office with the school nurse as immediate custodian
- Student records pertaining to student progress, counseling, or guidance assistance are maintained in the counseling office, with the assistant principal, student counseling services as immediate custodian;
- Student records pertaining to attendance are maintained in the attendance office, with the assistant principal, student support services, as immediate custodian
- Student records pertaining to athletic activities are maintained in the physical education office with the athletic director as immediate custodian
 - Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian;
- Special Education IEPs are maintained in the student's cumulative record folder.

Some student records such as discipline, special education, or psychology records may be maintained with support staff.

School officials and employees with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional

responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, CNCA shall disclose educational records without parental consent.

“School officials and employees” are officials or employees whose duties and responsibilities to CNCA, whether routine or as a result of special circumstances, require that they have access to student records. School officials and employees also include CNCA contractors or vendors who have a legitimate interest in student records and who are advised of applicable prohibition on redisclosure of personally identifiable non-directory information.

A “legitimate educational interest” is one held by school officials or employees whose duties and responsibilities to CNCA, whether routine or as a result of special circumstances, require they have access to student records.

As with any other education record, a photo or video of a student is an education record, and Camino Nuevo will protect this as such. This is subject to specific exclusions, and school leaders may verbally disclose the findings to a parent when the photo or video is: (1) directly related to their student, in which case, the school leaders will verbally disclose the findings of the video, without naming other students specifically; and (2) persons who are maintained by Camino Nuevo Charter Academy or by a party acting for CNCA (which does not include extended staff members who are not officially acting for CNCA investigation purposes). (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 Education Record). The FERPA statute and regulations (20 U.S.C. 1232g(a)(4)(B)(ii) and 34 CFR §§ 99.3 and 99.8) exclude from the definition of education records those records created and maintained by a law enforcement unit of an educational agency or institution for a law enforcement purpose.

Policy to Expunging Student Records

School districts shall establish, maintain, and destroy pupil records according to regulations adopted by the State Board of Education. No pupil records shall be destroyed except pursuant to such regulations or as provided in subdivisions (b) and (c) of Section 49070. Pursuant to Education Code 49070, any challenge to school records must be submitted in writing to CNCA. A parent challenging school records must show that the records are (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer’s area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of FERPA by writing to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave.,
SW Washington, D.C. 20202- 4605.

When a pupil record includes information concerning any disciplinary action taken by CNCA personnel in connection with the pupil, the pupil's parent or guardian may include a written statement or response concerning the disciplinary action. (Education Code 49072.)

Transferring of Academic Record

Upon the written request by a school in which the student seeks or intends to enroll, student records of the student will be forwarded to that school (Education Code 49068; 20 U.S.C. 1232h(c))

Student Records Requests

Parents have the right to access their student's educational records. All student records requests (e.g. transcripts, report cards, immunization records, special education records, discipline records, etc.) must be submitted in a written to the school registrar. The school will have ten (10) business days from the day of receipt of the request to provide access to records. Records must be picked up, by appointment only, with valid government-issued picture identification.

Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

Protection of Student Rights

CNCA is not required to collect information regarding a student's immigration or legal status, aside from the status of nonimmigrant international students enrolled in an educational program under an F-1 or M-1 visa. Schools are only required to collect information to satisfy certain admission requirements, such as proof of residency, none which require the provision of proof of legal immigration status or social security numbers (Education Code 48204.1.). In addition, upon student enrollment, the California Department of Education (CDE) collects information from school districts regarding their students' country of birth for the purposes of CALPADS reporting in order to calculate the number of immigrant and English learner students in the state and to ensure compliance with the Title III provisions of the federal Every Student Succeeds Act. (Education Code 60900.)

If school staff is asked for student information, know that FERPA supersedes a Public Records Request (PRR) and that the school will maintain the confidentiality of all personally identifiable information in education records related to students (20 U.S.C. §1232g; 34 CFR § Part 99.) Any and all records, including emails, student files, and personnel information, are generally exempt from disclosure. All student records, including emails and cumulative student files, are generally exempt from disclosure or subject to redaction to prevent disclosure of personally identifiable information.

The exception is "directory information" which is only considered private if it is designated as such. CNCA defines this information as the student name, address, telephone, date and place of birth, activities,

attendance, and most recent previous school attended. CNCA distributes a FERPA informational notification form as part of the enrollment paperwork to inform families of their data sharing rights about contact and directory information. Families can opt-in or opt-out via SchoolMint's enrollment form. A prepared letter is available for families who wish to update their FERPA permissions, a family may request this form from the school's office, indicate the new preference and sign and return it. If a family has not indicated that their directory information must not be shared in writing, then CNCA is obligated to share directory information with officers, government officials, or anyone who requests it. (Education Code 49073.)

Access to Records by Persons without Written Parental Consent or Under Judicial Order

CNCA shall not authorize access to pupil records without written parental consent, judicial order, or lawfully issued subpoenas except as set forth in Education Code 49076, Education 49077, and FERPA as permitted by Part 99 (commencing with Section 99.1) of Title 34 of the Code of Federal Regulations. Access to those particular records that are relevant to legitimate educational interests of the requester shall be permitted to the following:

- School officials, employees, members of a school attendance review board who are authorized representatives of CNCA, or designated volunteers. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility." (U.S. Department of Education, Family Policy Compliance Office)
- Officials or employees of other public schools or school systems, including correctional facilities.
- Authorized representatives of the Comptroller General, Secretary of Education, the United States Office of Civil Rights or representatives for state and local educational agencies.
- Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
- Parents of a pupil 18 years of age or older who is a dependent pursuant to section 152 of the Internal Revenue Code.
- A pupil who is at least 16 years of age and had completed at least the 10th grade.
- A district attorney who is participating in, or conducting a truancy mediation program pursuant to section 48263.5 or 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
- A prosecuting agency for consideration against a parent or guardian for failure to comply with compulsory education laws.
- A probation officer, district attorney, or counsel of record for a minor for purposes of conducting a criminal investigation, investigation in regards to declaring a person a ward of the court, or involving a violation of a condition of probation.

- A judge or probation officer for the purposes of conducting a truancy mediation program or presenting evidence in a truancy petition, pursuant to Section 681 of the Welfare and Institutions Code.
- A county placing agency when acting as an authorized representative of a state or local educational agency pursuant to subsection (C) of Section 49076.
- Where allowed by the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and/or state law.

CNCA may permit access to the following:

- Appropriate persons in connection with an emergency if the information is required to protect the health or safety of the student or other persons.
- Financial aid organizations.
- County election officials for the purposes of voter registration.
- Accrediting associations.
- Organizations conducting studies for educational agencies or organizations.
- Officials or employees of private schools or school systems where the pupil is enrolled or plans to attend.

CNCA Schools are Safe Zones for Immigrant Students and Families

Camino Nuevo Charter Academy is a welcoming community for all students, families, and team members. We stand with our immigrant students and their families and firmly believe that the safest and most beneficial place for our students is a classroom where they can learn alongside their peers and work towards a bright future. This means that:

- Students and their families who are fearful of deportations and are looking for help can find support and resources at CNCA campuses, including on-site counseling and referrals to agencies that offer assistance on immigration matters;
- In accordance with *Plyler v. Doe* decision, CNCA will continue to enroll students regardless of their immigration status; families will not be asked to provide proof of legal immigration status;
- CNCA will cooperate with appropriate agencies to make sure that immigration enforcement efforts do not take place at or near school sites;

For more information please see Response to Immigration Enforcement Policy, BP 5145.13 (a) in this handbook.

Unhoused and Unaccompanied Minor Students Policy

Ref: BP 6173-6173.1 Education for Homeless and Foster Youth Board Approved April, 17, 2020

The McKinney-Vento Homeless Assistance Act for unhoused Children and Youth entitles all unhoused school-aged children to the same free and appropriate public education that is provided to housed students. An unhoused student is defined as a person between the ages of 6 to 18 who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be a migratory or abandoned, runaway, or pushed out youth who qualifies as unhoused because he/she is living in circumstances described above.

Students are identified through self-identification and reporting occurs via an enrollment form during the application process and school personnel recommendations.

An unhoused student has the right to attend either the school that the student was last enrolled in or the school of residence. The school will ensure that transportation is provided, at the request of the parent, guardian or unhoused youth, to and from the school of origin, if the student is eligible. Eligible students and families will be provided with tokens or a pass from the local public transit agency. Family Services Coordinators are considered Unhoused & Foster Youth Liaisons.

The law requires the immediate enrollment of u students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school, and refer parents/guardians to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other services needed. Unaccompanied youth have these same rights. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision.

CNCA shall accept coursework satisfactorily completed by a pupil in foster care, a pupil who is an unhoused child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, a pupil who is a migratory child, or a pupil participating in a newcomer program while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for the coursework completed. (Education Code 51225.2.)

For a copy of the full policy and administrative regulation please visit www.caminonuevo.org under our "Community" navigation tab as part of the "Parents" page or request a copy at the school's main office.

Human Trafficking Prevention

The commercial sexual exploitation of children and youth (CSECY) has become an epidemic in Los Angeles County and throughout the United States. CSECY refers to a child who is sexually trafficked or one who receives food, shelter, clothing, money, drugs, in exchange for a sexual act. An estimated 100,000 children are sold for sex each year within the United States, and as many as 300,000 children in the country are at risk of becoming victims.

California law requires Camino Nuevo Charter Academy to inform staff and parents about this criminal activity and provide resources that can help keep children and youth safe. We believe the more informed and educated you are, the more you can protect youth in your care and in your community. To learn more about how to prevent commercial sexual exploitation of children and youth, visit the Los Angeles County Department of Mental Health website:

<https://dmh.lacounty.gov/our-services/transition-age-youth/csecy/>

For information on how to share this with your children and other safety resources, visit the National Center for Missing & Exploited Children's KidSmartz website: <https://www.kidsmartz.org/ParentTips>

Age of Majority

CNCA encourages all students who are at least 18 years of age or older to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at

https://drive.google.com/file/d/1CZyH3gz0PKtjgw_8rmcOSC3VcMq0V8PF/view?usp=sharing

Emergency Cards

Every family/guardian must fill out a new emergency card or confirm the information on the existing emergency sheet every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately at any point during the year if any of the following information changes:

- Home address
- Home, cell, work telephone numbers
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency

Attendance Procedures

Attendance is a critical component of your child's success at Camino Nuevo. Daily and consistent attendance ensures key learning experiences and information are not missed. However, if an absence occurs for any reason, the school must be notified on the day of the absence, a note of verification of

absence must be sent after the absence, and all class work and homework missed must be made up by a date agreed upon with the teacher. It is the responsibility of the student and family to ask teachers (at an appropriate time) for assignments on the day of the student's return to school. Absence notes must be turned in within 10 calendar days of the absence. No notes will be accepted after the last day of the calendar month in which the absence occurred.

Arrival

Please make sure that your child enters the school grounds safely. Remind them not to visit neighborhood businesses on their way to school, to remain in supervised areas, and not to run in the hallways. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up by a family member or other authorized party, stay for the after school program, or travel home independently. Students are expected to depart from campus within 15 minutes of dismissal. After dismissal, students may remain on campus only during the time that they are engaged in an authorized/supervised after school activity in which they are enrolled. For permission to remain on campus for any other reason, students and families should go to the main office during business hours.

CNCA Staff have the authority to call Child Protective Services if your child is left after dismissal for more than thirty (30) minutes without notice or if your child is regularly not picked up for more than fifteen (15) minutes after dismissal. If you are going to be late, please call the school immediately.

Early Release from School

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity may be required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has provided a handwritten and signed note to the school notifying the school of this person's identity and proof of identification.

Leaving the School During the Day

Students may not leave school grounds once they arrive at school, unless they are leaving to attend an internship or with written parent /guardian permission. If you must pick up your child for an appointment during the school day, please send a note to the office in advance. When picking up students early, the parent/guardian or authorized adult will be asked to complete an early dismissal form, and the office will notify the teacher to send the student to the office for departure. Families/guardians may not enter the classroom before the class has been dismissed without prior approval from the teacher or the main office.

Custodial Arrangements

Families/guardians shall provide complete information regarding the custodial care and visitation rights of their student(s). Upon request, the parent/guardian(s) shall furnish to the school principal a copy of any relevant court order so as to ensure the safety and welfare of the respective student. The parent/guardian(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third party access to the child.

Shortened and Minimum Days

For various purposes, shortened days are scheduled throughout the school year. Please refer to the current academic calendar in order to determine which days students will be released early from school. Additional shortened days may be scheduled. Families will be notified of these days through the parent/family meetings and monthly bulletins. A reminder notice or call will be provided the week before a scheduled minimum day.

Use of Ridesharing Services

Popular ridesharing services, such as Uber or Lyft, do not allow minors to ride unless they are accompanied by an adult. CNCA staff members will not arrange for nor assist any student in taking such a service unless they are accompanied by their parent, guardian, or designated emergency contact person.

Excused Absences

Notwithstanding Education Code 48200, Education Code 48205 provides that a pupil shall be excused from school when the absence is:

- Due to the pupil's illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant

to uniform standards established by the governing board. Absences that fall into this category also include, but are not limited to:

- Mental Health Day Treatment
- Revoked suspension through appeals procedure
- "Take Our Daughters and Sons to Work Day"
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of CNCA.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Education Code 48260.

A pupil absent from school shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

"Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Under Education Code 48980(i), no pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Education Code 48205 if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Absences for Religious Purposes

Education Code 46014 provides that pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

Accommodations for Pregnant and Parenting Pupils

Education Code 46015 provides that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. Pregnant and parenting pupils are entitled to eight weeks of parental leave, will not be required to complete academic work or other school requirements during leave, may return to school and the course of study he or she was enrolled in before taking parental leave, make up work missed during his or her leave, may be provided with alternative educational programs if the pupil chooses not to return to school. The person holding the right to make educational decisions for the pupil should notify the school of the pupil's intent to exercise this right. A complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. Please see Board Policy BP 5146 "Married/Parenting/Pregnant Students" for more information.

Parent/Guardian Notes

Once the student returns to school, a note from their parent/guardian must be turned in to the main office. Any student who is absent for medical, dental, or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian

Unexcused Absences

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked with an unexcused absence until the required documentation is received. Failure to provide the required documentation within ten school days upon the return to school will result in an unexcused absence, conversely, if required documentation is provided within ten days then the unexcused absence will be changed to an excused absence.

Unexcused absences include: vacations, personal services, local non-school event, program or sporting activity.

If the parent does not turn in a valid note to excuse the absence, office staff and teachers may provide students returning from an absence with an Absence Verification Form and request to have their parent complete, sign, and return the form to the school.

Absence Procedures

If a student is absent:

- Parents or guardians must call the school and leave a message. Failure to do so may be considered a truancy.
- Upon return to school, parents/students must provide a note of verification of absence. A note from a doctor, court, or dentist must be attached to the parent/guardian letter for the absence to be considered excused.
- The parent/guardian note should contain:
 - Student's full name and grade
 - Date(s) of absence(s) and reason
 - Signature

Student Attendance Review Board (SARB and SART)

Research indicates that regular school attendance is imperative in promoting student success at school. At each CNCA school a Student Attendance Review Team (SART) addresses chronic student attendance and truancy problems. The SART meets with students and families to identify persistent attendance issues, and collaboratively develop solutions to resolve these issues. The SART may include administrators, teachers, counselors, and/or student services staff; these meetings may also be called attendance SSTs. If meetings and interventions with the SART team fail to improve chronic student attendance concerns, the student and family may be referred for a SARB hearing (Student Attendance Review Board). SARB is a panel that may include the SARB Coordinator, social/mental health services, school police officer or LAPD Officer, community agency representatives, and a referring school site representative.

Tardy Procedures

Students must be present in class by the start of the school day, and at the start of each subsequent class period. Students who arrive late will be considered tardy and must report to the office to receive a tardy pass before entering the classroom. Students who are more than 30 minutes tardy will be marked truant for that period. Consequences for being tardy may include loss of Dean's List points, lunch or after school reflection, and/or referral to the School Attendance Review Team (SART).

Truancy

Education Code 48260 states that any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a verifiable excuse three full days in a school year or tardy or absent for more than any 30-minute period during the school day without a verifiable excuse on three occasions in one school year, or any combination thereof, is a truant and shall be referred to the school-based SART (Student Attendance Review Team) and/or referred to the CNCA Home Support Office for additional support. .

Absences not cleared by a parent/guardian, arriving to school more than 30 minutes late to class or school, and leaving campus without permission may all be considered truanancies. Please see the section on Attendance Policy. The following consequences may occur as a result of truancy:

- Family/Guardian written/phone notification (Education Code 48260.5.)
- Family/Guardian attendance at an attendance and tardy workshop
- Family/Guardian attendance at an individual parent/teacher/administrator conference
- Referral to the Student Attendance Review Team/Student Attendance Review Board
- Referral to law enforcement or other local service agencies

Chronic and Egregious Absences

If the school has made multiple attempts to contact the parent/guardian of a chronically absent student the school may disenroll the student and refer the student back to their Los Angeles Unified School District home school (if applicable) after 10 or more consecutive absences and without written notice.

Meal Program and Applications

Parents and guardians are advised that CNCA participates in the National School Lunch Program (NSLP). All CNCA campuses participate in Provision 2, a program within the NSLP that allows all students to be served breakfast and lunch at no charge. Students enrolled in the afterschool program also receive a snack at no charge. If your child has dietary restrictions such as food allergies, please communicate this information to the office, and office staff can provide you with the appropriate forms to fill out. (Education Code 49510-49520.)

All newly enrolling families are encouraged to fill out an alternative income form after July 1 of every school year, regardless of family income in order to help keep the meal program accessible to all students. These forms are available in the main office. Returning students do not need to fill out this form.

Language Acquisition Programs

The California Department of Education (CDE) requires schools to provide information to parents or legal guardians on the available languages and language acquisition programs at the school. Camino Nuevo Charter Academy offers the following language acquisition programs:

- Structured English Immersion (SEI) program: This option is available at Castellanos in grades, TK-3 Cisneros and Kayne Siart in grades TK-5, and at all 6-12 schools. If you choose this option your child will be placed in a classroom that uses mostly English for instruction.
- Dual Language program: This option is available in grades TK-5 at Cisneros, Burlington and Castellanos. If you choose this option, your child will be placed in a classroom that uses English and Spanish for instruction.

Description of Program Options and Goals for English Learners

Ref: BP 6174 Education for English Learners Board Approved April 17, 2020

A description of the language acquisition programs provided at Camino Nuevo Charter Academy is listed below. Please select the program that best suits your child.

- *Structured English Immersion (SEI) Program:* A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development and access to grade level academic subject matter content.
- *Dual Language Program:* A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in TK/K and will continue to fifth grade.

As long as there is availability, any interested family may choose to enroll their student in the Dual Language Program in grades TK-1. However, in order to ensure student success with increasing language and grade-level standards demands, we reserve the right to enroll 2nd-5th grade students in the Structured English Immersion program if they do not meet the following requirements

- Previous enrollment in a Dual Language, Bilingual, or Spanish only classroom OR
- Oral proficiency in Spanish as evidenced by the ability to hold a conversation in Spanish at or near grade-level standards and basic skills in Spanish reading.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (Education Code 306(c).)

Camino Nuevo Charter Academy commits to ensuring that English learners develop English proficiency and achieve parity with their monolingual peers. CNCA is also committed to helping our students develop bilingualism and biliteracy, as demonstrated by the implementation of our Dual Language programs. Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (Education Code 310(a).)

CNCA will investigate the feasibility of implementing such program. Within 10 days of reaching this threshold, CNCA will notify the school community of the parents' request of a language acquisition program in writing. Within 60 calendar days of reaching this threshold, CNCA will determine whether it's possible to implement the requested language acquisition program and provide notice, in writing, to the school community.

Future decisions about beginning language acquisition programs will be made based on a variety of factors and through consultation with CNCA teachers and administrators, as well as other community stakeholders. Both practical considerations (e.g. availability of bilingual educators) and ideological considerations (e.g., the desire of the local community for students to participate in the program) will be examined as decisions are made in a collaborative, thoughtful process. This process will also involve PreK-12 vertical articulation, ensuring that programming is aligned and coherent across grade levels. Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your school administrator to ask about the process.

Parents of English learners have a right to decline or opt their children out of the CNCA's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 USC 6318(c)(A)(vii).) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

For a copy of the full policy and the administrative regulation please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Visiting the School

Families/guardians are encouraged to make regular visits and volunteer at CNCA, and on occasion shadow their student. In order to monitor traffic and promote safety at the school, it is necessary that all school visitors, including parents/guardians, sign in at the main office and wear a visitor's badge issued by the main office or other designated person. Visitors under the age of 18 must have an adult with them or must have written authorization to be on CNCA school grounds from a parent and site administrator.

Visitors failing to register in the main office may be identified as trespassing. All visitors are expected to interact and behave with CNCA community members in a way that promotes and demonstrates collaboration and respect; visitors who disrupt the school environment may be asked and required to leave campus immediately and/or be given a withdrawal of consent for up to 14 days as indicated in the California Penal Code 626.4, 626.7, and 626.8.

For information on how to volunteer at CNCA please refer to the Volunteer Policy.

Standardized Testing

In the spring semester, CNCA administers the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system was established in January 2014 replacing the Standardized Testing Reporting (STAR) program. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. <http://www.cde.ca.gov/ta/tg/ca/>.

CAASPP is comprised of the following assessments:

- Computer-based Smarter Balanced summative assessment for English–language arts (ELA) and mathematics in grades 3-8 and grade 11. Additional details about this test can be found at <http://www.smarterbalanced.org/>.
- California Alternative Assessments (CAAs) for ELA, mathematics in grades 3-11 and science, available for grades five and eight and twelve are administered to students who meet CAAs requirements.
- The California Science Test (CAST) based on the California Next Generation Science Standards (NGSS) administered to students in grades 5 and 8, and 12. <http://www.caaspp.org/administration/about/science/>

You can help ensure your child’s success on both of these important assessments. Please support your child in the following ways:

- Make sure they are on time and present every day of testing
- Encourage them to try their best, take their time, and work carefully
- Set early bedtimes to ensure plenty of sleep each night
- Provide a nutritional breakfast each morning
- Limit TV, computer, cell phones, and video games during testing

Parents will be notified of their pupil’s participation in the CAASPP assessment system. (Education Code 60604.) A parent's or a guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to Education Code 60615 shall be granted.

School-Wide Assessment

Students are assessed in all content areas multiple times throughout the year. Teachers regularly collect assessment data in order to target each student’s individual needs. The results from these assessments, as well as teachers’ observations of student progress, are synthesized into mid-semester progress reports, which are distributed in November and April. Final semester report cards are distributed in February and June.

English Language Proficiency Assessments for California (ELPAC)

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in transitional kindergarten through grade twelve. The California Department of Education (CDE) administers the ELPAC as the state ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. The ELPAC will be administered for the purpose of initial identification only from July 1 to June 30, and within the first 30 days of a student's enrollment in a California public school. The summative ELPAC will be administered from February 1 to May 31.

To find more information about the ELPAC, please contact your child's teachers or contact the school office. Additional information can be found at: <https://www.cde.ca.gov/ta/tg/ep/>

Field Trips

Learning is a natural process that transcends the walls of a classroom. As part of CNCA's rigorous academic program, extracurricular real-world, hands-on experiences outside of the classroom complement theoretical foundations laid inside the classroom. Experiential learning activities help students connect learning at school to a variety of social and cultural experiences outside of school, as well as expand their career exploration. Finding new and innovative approaches to engage students who struggle in the traditional classroom or lack access to these opportunities is key to CNCA's mission to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Field trips are an important way to enhance student learning. They offer an opportunity to experience something that may be new and exciting. In order to participate in a field trip, all students must have a completed permission slip with a parent/guardian signature in three (3) spaces. Field trip slips without the required signatures will not be valid. Field trip permission slips will be sent home before the trip and must be filled out by a parent or legal guardian. Some recurring trips (i.e. to the park or library) will have one field trip slip for the entire school year. Volunteer chaperones must be approved by the teacher or administrator before the trip, attend training, be 21 years of age or older, and may not bring other children on the trip. Field trip chaperones are volunteers and must follow respective procedures as mentioned under the Volunteer Policy.

Students serve as ambassadors for our school. A student may be excluded from a field trip for problematic behavior, including discipline incidents, and/or a discretionary decision from the school principal. Furthermore, any student having been disciplined for theft, drugs, weapons, or misconduct during a previous field trip in the previous year may be required to have a parent/guardian chaperone for every field trip until the end of the current school year.

In addition, all staff and chaperones are responsible for ensuring students, staff, and chaperones abide by all school policies and procedures, including the Education Code, from the trip's beginning to end. Staff and chaperones are required to immediately communicate any violation of these policies to the school leader and/or administrator of the trip.

Expectations for overnight field trips are: all overnight field trips will require one site administrator to attend, students and staff will be held accountable for violations of school and organizational policies, and the Education Code from the trip's beginning to the end. A pupil shall be permitted to use facilities and accommodations consistent with their gender identity irrespective of the gender listed on the pupil's records. Accommodations for overnight trips will be discussed with parents/guardians prior to the trip date. Overnight field trips are only allowed for students in grades 6 through 12.

Books/School Materials

Students will be issued books and materials necessary for classroom instruction. These books are the responsibility of the student to whom they were issued. Students should cover the issued textbooks and write their names in the designated areas. Damaged or lost books including books from the school library must be replaced by students and families. Unpaid textbook replacement fees may result in a student's loss of privileges to participate in extracurricular activities and school-sponsored events. The school may also hold a student's records until fees have been cleared.

LGBTQ & Social Studies Curriculum

The California Board of Education unanimously approved a history and social studies curriculum that includes prominent LGBT (Lesbian/Gay/Bisexual/Transgender) figures and milestones—from the Stonewall riots of 1969 to the legalization of same-sex marriage in 2015—for public school students. Education Code Section 60040 directs governing boards to only adopt instructional materials that “accurately portray the cultural and racial diversity of our society.” That section already included a number of groups, and was amended by Senate Bill 48, “The LGBTQ History Bill” to include all of those in Section 51204.5: “a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” As a reminder Senate Bill 48 prohibits charter and alternative schools from engaging in discrimination per Section 235 of the Education Code.

Alternative Education Project (Animal Dissection)

Alternative Education Projects may be assigned as a substitute for animal dissection, most commonly occurring in a science course. Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question. (Education Code 32255 – 32255.6.)

Technology

All students with access to the CNCA internet network must adhere to school rules for internet use. All students using the CNCA network or CNCA electronic and computing devices will be required to complete a technology agreement to be signed by the student's parent/guardian. CNCA network access is a privilege. Any behavior that is not acceptable may result in the loss of this privilege through the end of the school year. In using the CNCA's network, students will:

- Be respectful of the rights, the ideas, the information, and the privacy of others
- Neither send nor receive information that is not related to schoolwork, or that can be hurtful or harmful to others
- Report to teachers any websites or persons that demonstrate inappropriate use of online services

School Used Apps and Software

When creating a student accounts for these third party apps, CNCA may provide the provider with certain personal information about the student, including, for example, a name, email address, and password. Provider may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the Google/Microsoft Education account.

When a student uses online apps they can collect information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;

- log information, including details of how a user used services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

Student Cyber Safety

Position on Student Cyber Safety

The safety of our students, alumni, families, and team members is a priority of CNCA. The Internet and other online programs and resources are to be utilized by our students, families, and team members to support instructional programs and appropriate virtual student learning and messaging. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials, social media activity, and negative and abusive messaging unsuited to the school setting. For this reason, CNCA will make every reasonable effort to ensure that the resources and programs that we provide are monitored to ensure they are used responsibly. CNCA will comply with the requirements of the Children's Internet Protection Act (CIPA) and is committed to assuring the safe conduct and well-being of students while online.

Students and families have been notified about authorized uses, obligations, and responsibilities for users of CNCA Chromebooks, other devices, and technology as well as consequences for unauthorized use and/or unlawful activities in accordance with CNCA regulations.

CNCA reserves the right to monitor the use of CNCA issued technological resources, including the Internet and email, for audit and review purposes. Users should not have an expectation of privacy when using CNCA technology resources.

CNCA will ensure that all CNCA Chromebooks and any other devices with Internet access have a technology protection measure through our web filtering system that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 U.S.C. 6777, 47 U.S.C. 254). Students may not access prohibited materials at any time, for any purpose. This includes material that is obscene, child pornography, or material that is considered harmful to students, as defined by the Children's Internet Protection Act, which aims to protect children from obscene or harmful content on the Internet.

The Children's Internet Protection Act (CIPA) defines "harmful to minors" to mean: any picture, image, graphic image file, or other visual depiction that - (i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a

patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (47 U.S.C. 254(h)(7)(G).)

Students shall not disclose personal information about themselves or others on the Internet or other resources. For example, students shall not reveal their name, home address, telephone number, or display images of themselves or others.

CNCA Team Member Guidelines for Interactions with Students and Alumni Online and Other Media (such as phone calls, text messages, etc.)

Per the CNCA Handbook, all employees are expected to “conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times”. This policy will provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism when interacting with our students, alumni, families, and other team members.

All team members are expected to remain professional while communicating with students and families online and other media, such as phone calls, text messages, etc. Our focus should always be concerned for these three reasons: for student education, health, and safety.

The following are guidelines for all communications:

- All team members are expected to stay within professional boundaries with students and alumni
- As stated in the Employee Handbook, all team members are expected to conduct themselves in a “manner that reflects high standards of professionalism” required of team members.
- It is each team member’s obligation to avoid situations that could prompt suspicion by families, students, alumni, colleagues, or school leaders.
- Some activities may seem innocent from a team member’s perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or family’s point of view.
- This is not to restrain innocent, positive relationships between team members and students, but to prevent interactions that could lead to, or may be perceived as, unprofessional.
- Keep the conversation related to the education process
- We do encourage team members to check in with students, alumni, and families to see how they are doing
- If the student and/or family ask for assistance with resources, please let them know we are here to assist and we will provide assistance as much as we can or provide information on other resources that may be available.
- Please try not to probe the student/alumni and/or family about something personal that they are not comfortable speaking about.
- Allow the family to speak on these things on their own.
- Keep the conversation professional in tone, words used, and focus
- Please refrain from putting long conversations in emails and texts

- These conversations should be done by phone
- Keep the families included in communications with students
- Keep your conversations with students/alumni and families on CNCA authorized means of communication
 - Use your CNCA issued phone, email address, and any other CNCA authorized virtual communication resource, such as Google Classroom, Class Dojo, etc.
 - Use Google Voice when you are placing calls directly to students and families so you do not share your personal phone numbers.
- Refrain from using personal social media accounts to communicate with students/alumni and families

Online Threats to Students/Alumni

As well as the threats that all users face when going online, such as computer viruses and email scams, students/alumni are at risk from the following:

- Cyberbullying
 - Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- Inappropriate Content
 - Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.
- Sexting
 - Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with the content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.
- Sextortion/Ransomware
 - Students may also become victim to sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the

perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as provide nude photos.

- Oversharing
 - Personal information that is sometimes shared by students includes their name, age, address, phone number, and Social Security number.

- Online Predation.

- Online predators put victims through “the grooming process,” a series of steps by which they build the victim’s trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with manipulation and seduction.

Additional Resources for Students, Families, and Team Members

Students, team members, and families can receive additional guidance on online safety through the following:

General Education on Online Safety

- Stop.Think.Connect. Campaign (<https://www.dhs.gov/stopthinkconnect>; U.S. Department of Homeland Security) is a national awareness campaign that provides resources such as videos, a toolkit, and blogs to help raise the awareness of cyber threats and how to be safer online.
- NetSmartz® Workshop (<https://www.netismartz.org/>; National Center for Missing and Exploited Children® [NCMEC]) provides resources for parents and guardians, educators, and law enforcement with the goal of educating, engaging, and empowering children to recognize potential Internet threats, talk to adults about risks, prevent themselves from being exploited, and report victimization to adults. Separate Websites and resources are available for kids, tweens, and teens.
- Los Angeles County Department of Mental Health- To learn more about how to prevent commercial sexual exploitation of children and youth visit <https://dmh.lacounty.gov/our-services/transition-age-youth/cseacy/>
- OnGuard Online program <https://www.consumer.ftc.gov/features/feature-0038-onguardonline>; Federal Trade Commission) provides instructional material for elementary and middle school teachers, high school teachers, and community educators and resources for parents on how to talk to their children about being online.
- Incorporating Sextortion Prevention, Response, and Recovery into School Emergency Operations Plans (EOPs) Webinar, REMS TA Center. This Webinar provided background information on sextortion and discussed how students/alumni can be victims and perpetrators. Presenters shared how education agencies can develop measures to prevent and protect students/alumni from sextortion with support from local and Federal agencies. <http://rems.ed.gov/Sextortion2016Webinar.aspx>

- Office of Educational Technology (OET) Web page, U.S. Department of Education. The OET develops national educational technology strategy and policy for how technology can be used by K-12, higher education, and adult education learners. <https://tech.ed.gov/>
- Privacy Technical Assistance Center, U.S. Department of Education. This Website serves as a comprehensive resource that education agencies can use to get information about privacy, confidentiality, and security practices. The site provides valuable information related to information sharing guidelines, such as the Family Educational Rights and Privacy Act (FERPA), and legislation, such as the Children’s Internet Protection Act. <http://tech.ed.gov/privacy>
- StopBullying.gov Website. This Website (<http://www.stopbullying.gov/index.html>) serves as a hub of information on the Federal perspective on bullying and contains information and resources to address bullying. Under the Cyberbullying tab, users can access Web pages such as:
 - o Tips for Teachers, which describes some of the warning signs that a child may be involved in cyberbullying and how to prevent and address cyberbullying;
 - o Social Media and Gaming, which lists social media apps and sites commonly used by children and teens and what adults can do to prevent cyberbullying of children who are gaming.

After an Online Incident Has Occurred

Students also need to be aware of what to do if they are a victim of an online abuse. They are encouraged to report threats to their parent/guardian, a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate. Students, teachers, and other members of the public can also contact the National Center for Missing and Exploited Children’s (NCMEC), CyberTipline to report a concern by submitting an online report at <https://report.cybertip.org/> or calling 1-800-843-5678.

If somebody is in immediate danger or a crime may have been committed, students, teachers, and team members should contact local law enforcement.

School Electronics and Email Use

During enrollment, the student and parents/guardians must sign and abide by the Technology User Agreement found on the CNCA website. Camino Nuevo purchases computers and electronic resources for all students who attend the school. These electronics are an expensive resource, any student found maliciously damaging (tagging, scratching, pulling off keys, stealing or breaking) any of our equipment will be subject to disciplinary action including but not limited to suspension, expulsion and payment for said resource.

Unacceptable uses of school electronic resources include, but are not limited to, the following:

- Accessing or Communicating Inappropriate Materials – Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
- Illegal Activities– Users may not use the school’s computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any Board policy/procedure or school rules.

CNCA and its employees and agents assume no responsibility for illegal activities of students while using school computers or school-issued electronic resources.

- Violating Copyrights or Software Licenses– Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
- Plagiarism– Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc).
- Non-School-Related Use– CNCA computers, electronic devices, networks and internet services are provided for purposes related to educational programs. Incidental personal use of school devices is permitted as long as such use: 1) does not interfere with the user’s responsibilities and performance; 2) does not interfere with system operations or other system users; and 3) does not violate this policy and the accompanying rules, or any other Board policy, procedure or school rules.
- Misuse of Passwords/Unauthorized Access– Users may not share passwords; use other users’ passwords; access or use other users’ accounts; or attempt to circumvent network security systems.
- Malicious Use/Vandalism– Users may not engage in any malicious use, disruption or harm to the CNCA’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
- Avoiding School Filters– Users may not attempt to or use any software, utilities or other means to access internet sites or content blocked by the school filters.
- Unauthorized Access to Blogs/Social Networking Sites, Etc. – Users may not access blogs, social networking sites, etc. prohibited by building administration or the CNCA Technology Department.

Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.

- Wasting System Resources- Users shall not use the network in such a way that would waste system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or building administrator.
- Unauthorized Equipment- Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the CNCA Technology Department.

Telephone Use

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student’s class.

Personal Electronics and Non-School Related Property

Personal electronic devices including but not limited to: cell phones, MP3 players, tablets, portable video game systems, and headphones may not be used during school hours without permission. If electronic devices are misused, the device(s) may be confiscated and locked up until the end of the day under teacher discretion. Property not related to the school's programs (e.g. iPods, CDs, card collections, portable sound systems, etc.) may not be brought to school. If you are not sure, please ask. Such items as referenced here but not limited to those listed may be confiscated. The school does not assume any responsibility for lost or stolen items.

Emergency Preparedness Drills

The school has developed a school emergency plan which is designated to ensure the safety of your student(s) and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan. Teachers will review emergency preparedness procedures with the students during the first month of school. A copy of the school's emergency plan is available on each campus' webpage.

In case of an emergency during the school day, your student will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity may be required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note or verification via phone call to the school notifying the school of this person's identity and proof of identification is provided.

No Pets on Campus

For health and safety reasons, pets aside from service animals are not allowed on campus (unless prior arrangements have been made with the classroom teacher or administration and permission has been granted). Classroom pets are allowed under the direct supervision of the classroom teacher.

Lost and Found

Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student's name.

Substitute Teachers

In the event that a teacher is absent, every effort will be made to secure a substitute teacher for the day. If a substitute teacher is not available, students will be assigned to other classrooms for the day.

Student Success Team (SST)

The Student Success Team (SST) will develop an intervention plan for referred students with specific identified needs related to academics or behavior. A team of individuals, that at a minimum includes the parent/guardian, teacher, and an administrator (but may also include the student, Family Services Coordinator, interventionist, outside support agency representative, or school psychologist if appropriate), meets within three weeks of the referral submission date to discuss the student's background, strengths, and areas of need. In consideration of the success rate of previous interventions and the academic/behavioral need, the team implements at least 2-3 research-based, aligned interventions that are aimed toward attainment of the goal. Clear timelines and a delegation of responsibilities are also determined. The school administrator monitors to ensure fidelity of implementation.

A follow-up SST meeting is typically held within six weeks. If gradual progress is made, the SST celebrates data-supported progress and commits to continued progress monitoring as needed. If there is limited progress or no progress made, the SST re-convenes to analyze data and modify the SST plan accordingly. Within four weeks, a follow-up SST meeting is held. If gradual progress continues to be made, then the SST celebrates data-supported progress and commits to continued progress monitoring as needed. If progress is not made, then an SST administrator compiles recommendations on related instructional supports based on the SST recommendations. The SST administrator consults with the Senior Director of Special Education to consider a referral for a formal special education evaluation.

Special Education and Section 504

CNCA is committed to meeting the educational needs of all students, and as such, looks to identify students who require special education services, under the Individuals with Disabilities Education Act (IDEA). (Education Code 56000, 20 USC 1400 et seq.) Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive accommodations under Section 504 or may receive special education services according to a written Individualized Education Program (IEP). All Camino Nuevo schools implement a full inclusion special education model called Dynamic Blended Inclusion (DBI). Through DBI, students are fully included with their general education peers and receive collaborative services such as regular co-planning and co-teaching among general education and special education teachers. This model is a data-based, proactive approach to identifying and addressing the learning strengths and needs of all students through collaboration and differentiated instruction in as inclusive of a manner as possible.

If you have any concerns related to a student's current or possible disability, please contact the main office and ask to meet with an administrator. If you have a complaint about special education, please see the section "Dispute Resolution/Filing a Formal Complaint" in this handbook. All other questions regarding special education services may be directed to the Director of Special Education at the Home Support Office or to the school principal.

Gender Identity & Bathroom Access

State laws require that all public schools, including charter public schools, allow students to use restrooms and locker rooms "consistent with their gender identity." The Department of Education emphasizes that requiring transgender students to use same-sex facilities violates Title IX, the 1972 law that prohibits discrimination based on sex. It is important to note that in the State of California, AB 1266: Pupil rights: sex-segregated school programs and activities, has prohibited discrimination in schools on the basis of transgender since 2013.

SCHOOL POLICIES

Recognition and Awards

Awards and individual recognition may be provided to students throughout the year for academic and nonacademic achievements.

Dean's List and Behavior Reports

It is important that students, families, and schools have indicators of student progress and interactions on a regular basis. Teachers and staff at Camino Nuevo schools may utilize Dean's List, or other platforms to record student behavior and expressions of school values such as responsibility. At the beginning of the year, look for communication from your school regarding the frequency of this reporting and how you can access the information. Behavior may be tied to school rewards such as free dress, special privileges, or reflections on behavior. We encourage praise and at-home consequences in response to student interactions at school. This data is used to tell us how students are doing individually, in groups, and school-wide. Encouraging and promoting positive behavior is vital for student success. You may ask the main office or the school administration if you are not receiving this information or if you have any questions or concerns.

Admissions Policy

Lottery System

- If the number of students applying for admission exceeds openings available, entrance will be determined by a public random lottery. The lottery will be held on a designated date each school year. The date will be widely publicized.
- Students who live within the attendance boundaries of the Sandra Cisneros or Jose Castellanos campuses receive preference for admission if spaces are available. Families must still submit an Enrollment Interest Form for these school sites.
- Families of all accepted students will receive an automatic notification. You must confirm within the deadline specified in the notification that you intend to enroll your child to secure a spot.
- If you submit an application after the announced lottery deadline and there are no spaces available, your child's name will be added to a waitlist. We will admit students from the waitlist after the lottery, as spots become available and in the order in which we received applications.

Homeless and Unaccompanied Minor Students Policy

Please refer to the Student Information Section on page 18.

Discipline Policy

At CNCA, we believe that by demonstrating respect for each other, we can create a safe, caring, and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. CNCA believes that all students have the right to learn. No student has the right to behave in ways that infringe upon the rights of others. We recognize the primary role of parents/guardians and families as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to learn and demonstrate acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect all students to conduct themselves in a respectful manner toward teachers/staff, classmates, and the property of others. Students will be treated and spoken to respectfully and with care. With a focus on community building, it is our goal that every student possesses or gains a clear understanding of how their actions may affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive and restorative

discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to schoolwide expectations.

CNCA's approach to discipline includes strategies such as teaching school rules, developing social-emotional skills, reinforcing appropriate school behavior, using effective classroom management, implementing positive behavior support strategies, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Under Education Codes 35291 and 35291.5, the Governing Board of CNCA shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of its schools.

Classroom Expectations

CNCA teachers develop classroom management plans appropriate for the age and grade level that they teach in order to help students understand and integrate school and classroom rules and agreements into their daily activities. To set up a positive and well-structured classroom, there are three types of language related to behavior management that we ask all staff to utilize when responding to misbehavior: 1) positive reinforcement, 2) reminding students of expectations and community agreements, 3) redirecting misbehavior. The classroom management system and behavior plan will be communicated to and discussed with the students and families in the first weeks of school. Please discuss behavior expectations with your student and feel free to contact their teacher at any time.

Responses to Misbehavior and Student Discipline Policy

CNCA's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that infringes on the safety of our community, we aim to have a discipline system focused on being restorative rather than one with punitive consequences.

When behavior is disruptive, disrespectful and/or unsafe, students should expect a consequence or response from teachers/administration. School consequences for misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out of school suspension, intervention service referrals, restitution and/or a billing for damaged or lost school property, and/or an SST meeting. Consistent with Education Code 48904, schools will notify families in writing before withholding records or grades for alleged misconduct resulting in damage or loss. Schools may also hold restorative circles or conferences

to resolve discipline concerns. These conferences may include administrators, teachers, students, parents/guardians, and others who have a vested interest in the school community. The aim of these conferences is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

Serious misbehavior is met with consequences such as in-school or out-of-school suspension and/or expulsion. Parents/guardians shall be notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal and/or the Principal's designee, teacher(s), and the student. At the suspension conference, an individual behavior plan may be developed for the student. (Education Code 48911.)

At all times the law ultimately guides and helps to dictate what CNCA schools do to ensure a safe/orderly environment for all members of the CNCA community. Please note that in the case of any discrepancy between the CNCA Student & Family Handbook and the individual school charter, the charter petition language supersedes in determining school policy. An updated copy of each school site's LAUSD authorized Charter Agreement can be accessed via the individual school webpage online or by requesting a copy from the main office. Please take time to discuss the discipline portion of CNCA's Student & Family Handbook with your student and contact the school administration with any questions or concerns you may have.

Student Suspension and Expulsion

Ref: BP 5144(a)

CNCA has developed student suspension and expulsion procedures in accordance with all applicable laws protecting the constitutional and statutory rights of students generally (i.e. right to due process), and of students with exceptional needs and other protected classes of students. Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site principal and/or their designee has discretion over student discipline procedures including student suspension and recommendations for expulsion. Students who present a real or alleged threat to the health and safety of others, including but not limited to verbally or physically aggressive behavior may be immediately suspended and later recommended for expulsion by the principal and/or their designee. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During or while going to or coming from a school-sponsored activity

The school administration may implement alternative consequences to suspension as appropriate.

Mandatory Recommendation to Expel

The principal will immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts (Education Code 48915):

- Possessing, selling, or furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in subdivision (n) of Education Code 48900 or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Possession of an explosive.

All recommendations for expulsions must be reviewed by the CEO.

Offenses Subject to Limited Principal Discretion to Recommend Expulsion

A student is recommended for expulsion if the principal determines that the student committed one or more of the following acts, unless the principal or CEO determine that the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense.
- Possession of a knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- Robbery or extortion.
- Assault or battery upon any school employee as defined in Penal Code Sections 240 and 242.

All recommendations for expulsion must be reviewed by the CEO.

Offenses Subject to Broad Principal Discretion to Suspend or Recommend Expulsion

The principal has maximum discretion to recommend or not recommend suspension (including supervised suspension as described in Education Code 48911.1) and expulsion when he or she determines that a student has committed any of the following offenses specified in the Education Code 48900:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to

possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - (e) Committed or attempted to commit robbery or extortion.
 - (f) Caused or attempted to cause damage to school property or private property.
 - (g) Stolen or attempted to steal school property or private property.
 - (h) Possessed or used tobacco or products containing tobacco, or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of the pupil's own prescription products.
 - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - (j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code.
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- (1) Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties (only applicable to grades 9-12).
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
 - (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (k) Knowingly received stolen school property or private property.
 - (l) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - (m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(n) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(p) Engaged in, or attempted to engage in, hazing. "Hazing" is a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.

(q) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the stated meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)

(A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video or image.

(ii) (ii) A post on a social network internet website including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii)

(I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of the pupil's age with the pupil's exceptional needs.

(r) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provision of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury shall be subject to discipline pursuant to subdivision (a).

(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(u) For a pupil subject to discipline under this section, a superintendent or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(v)

(1) It is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social

and emotional skills, receive support to help transform trauma related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Other Grounds for Suspension or Expulsion

- Committed sexual harassment (applicable to grades 4 through 12 only) (Education Code 48900.2.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (applicable to grades 4 through 12 only) (Education Code 48900.3.)
- Intentionally engaged in harassment, threats, or intimidation directed against CNCA personnel or pupils (applicable to grades 4 through 12 only) (Education Code 48900.4.)
- Made terrorist threats against school officials, school property, or both (Education Code 48900.7.)

Teacher May Require Parent/Guardian to Attend Class

Under Education Code 48900.1, a teacher may require the parent/guardian of the student suspended by the teacher to attend a portion of a school day in the child's classroom. The following circumstances pertain:

- Suspension must be for offenses describe in Education Code 48900 (i) or (k)
- Attendance of parent is limited to the class from which the student is suspended
- Attendance may be required on the day the pupil is scheduled to return to class or within a reasonable period of time thereafter.

Completion of Assignments and Tests Missed during Suspension

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Education Code 48913.)

Homework for Suspended Pupils

Upon the request of a parent, a legal guardian, or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Education Code 48913.5.)

Notice of Release of Pupil to Peace Officer

School officials shall take immediate steps to notify a parent, guardian, or responsible relative of the minor when a child is taken into custody by a peace officer regarding the place to which the child is reportedly taken, except when the child is taken into custody as a victim of suspected child abuse as

defined in Penal Code section 11165 and Welfare and Institution Code section 305. In suspected child abuse cases, law enforcement will assume all notification responsibilities. (Education Code 48906.)

Property Damage

A student's parent/ be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid. (Education Code 48904.) Please see the CNCA Board policy on Pupil Fees.

Withholding of Grades, Diploma, or Transcript

Upon receiving notice that CNCA has withheld the grades, diploma, or transcripts of any pupil pursuant to Education Code 48904, any school district to which the pupil has transferred shall likewise withhold the grades, diploma, or transcripts of the pupil until the decision has been rescinded. The receiving district shall notify the parent or guardian of the pupil in writing that the decision to withhold will be enforced. (Education Code 48904.3.)

Discipline and Counseling Procedures for Governing Use, Possession, Being Under the Influence of a Controlled Substance

Controlled Substance Policy

Unlawfully possessing, using, selling, being under the influence of or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind, at any school activity or on any school district or adjacent property, is considered to be a threat to the educational process. The school reserves the right to ask students to submit to a search if there is suspicion of intoxication, or controlled substance/ paraphernalia possession with intent to distribute or sell.

First Offense:

If the principal or designee determines, in the presence of evidence, that the student unlawfully possessed, used, sold, was under the influence of, or otherwise furnished to others a controlled substance, or alcoholic beverage, or intoxicant of any kind, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The Los Angeles Police Department may be notified.
3. The student may be placed on a contract for a period of 10 weeks. The terms of the contract include loss of privileges from participating in the following: sports, dramatic, choral or musical performances, dances, cheerleading, graduation and awards ceremonies.
4. The student may be referred to complete substance abuse counseling in a program offered by Camino Nuevo or in an approved program with an outside agency or therapist.
5. The student may be required to complete community service hours that will be verified by the school or an approved agency or organization.

If the student does not complete and provide documentation for 3-5 above, he/she will remain on the contract with a loss of privileges until all contract items are completed. If the student fails to complete all of the above by the last day of the semester in which the 10-week contract was scheduled to end, the student may be recommended for expulsion or an opportunity transfer upon review of rehabilitation efforts. At the end of that semester, the student will be allowed to return to Camino Nuevo provided they have completed the provisions listed in 3-5 above.

Second Offense:

If the principal or designee determines for a second time within high school (Grades 9-12) that the student unlawfully possessed, used, was under the influence of or otherwise furnished to others a controlled substance, or alcoholic beverage, or intoxicant of any kind, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The principal may recommend that the student be expelled unless it is determined that expulsion is inappropriate under the particular circumstances of the case. During the period when the student is awaiting the expulsion hearing, classwork, homework and applicable assignments will be provided to the student to complete during their suspension from school.
3. The Los Angeles Police Department may be notified.

Discipline Procedures for Providers of Controlled Substances or Alcoholic Beverage, or Intoxicant of Any Kind to Others

In cases where the principal or CEO determines that the student sold or provided a controlled substance or alcoholic beverage, or intoxicant of any kind, to others, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The Los Angeles Police Department may be notified.
3. The principal shall inform the CEO or designee of the incident and actions taken.
4. The principal or designee may recommend that the student be expelled from school, unless the principal finds, and so reports to the CEO or designee in writing, that expulsion is inappropriate under the particular circumstances of the case.
5. Each principal will ensure that all CNCA high school students are explicitly informed of the provisions of the policy of controlled substances through assemblies, presentations and / or direct instruction in the appropriate classes.

Legal Reference:

Education Code 44049 Known or suspected alcohol or controlled substance abuse by student 51262 Use of anabolic steroids; legislative finding and declaration CALIFORNIA CONSTITUTION Article 9, Section 5 Common school system.

For a copy of the full policy and administrative regulation please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Harassment, Discrimination and Bullying Policy

CNCA is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and of any type. CNCA believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. CNCA prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action. (Education Code 200, 5 CCR 4900, 20 USC 1681, 29 USC 794, 42 USC 2000 and 12101, Title IX, Educational Amendment Act of 1972, Title VI, Civil Rights Act of 1964.)

What is “bullying”?

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitute sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following (CA Education Code Section 48900):

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CNCA.

Cyberbullying

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Reporting an Act of Bullying

CNCA expects all students and/or staff to immediately report incidents of bullying to the principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off

campus, and during a school-sponsored activity. To ensure bullying does not occur on school campuses, CNCA will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Bullying Code of Conduct

The Student Bullying Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the student or the parent/guardian of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation

The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their families/guardians will receive a summary of this policy prohibiting bullying.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- After an investigation, the school will implement consequences based on CNCA's discipline policy

Hate Motivated Behavior Policy

CNCA is committed to providing a safe learning environment that protects the right of every student to be free from hate-motivated behavior. CNCA prohibits discriminatory behavior, statements, harassment, intimidation, bullying, and other behavior motivated by a person's hostility that degrade an individual on the basis of, their real or perceived ethnicity, race, color, national origin, immigrant status, heritage, sex, gender identify or expression, sexual orientation, age, genetic information, physical/mental attributes,

disability, religious beliefs or practices, association with a person or group with one or more of these actual or perceived physical or cultural characteristics. CNCA schools will implement strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

CNCA will provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and inclusion in a multicultural society and to provide strategies to manage conflicts constructively. Annually, CNCA will ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

CNCA will ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

A hate-motivated incident is an act or attempted act which constitutes an expression of hostility against a person, property, or institution because of the target's real or perceived protected characteristics. This may include using bigoted insults, taunts, or slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

Any person who believes they are a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with CNCA's policy on Uniform Complaint Procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, CNCA Board policy, and administrative regulations.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal or designee as appropriate. As necessary, CNCA shall provide counseling, guidance, or support to students who are impacted by hate-motivated behavior and to students who exhibit such behavior.

Sexual Harassment

CNCA is committed to maintaining a school environment that is free from harassment. The Governing Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Governing Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy. (Education Code 200, 220, 221.5, and 231.5; 34 CFR 104.8 and 106.9.)

A student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, including suspension and/or expulsion. The conduct must be based on sex and would be considered by a reasonable person of the same gender as the victim to be so severe or pervasive as to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. CNCA's complete sexual harassment policy is included in this handbook under Board Policy 5145.7, "Student Sexual Harassment."

Student Free Speech and Freedom of Expression Policy

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the time, place, and manner of speech or activities in order to maintain a safe and peaceful campus for all students and CNCA employees. Students who fail to follow the directive of school site administrators or CNCA policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. CNCA has no control over how local law enforcement will handle the situation. While CNCA recognizes and respects a student's freedom of speech rights, CNCA employees shall not promote, endorse, or encourage students to participate in any demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of CNCA. For further information, please contact your student's school Principal.

ACADEMIC POLICIES

Report Cards and Grades

The CNCA academic year is divided into two semesters. Families will get a report card at the end of each semester and progress reports at the end of the first and third quarters of the year. Report cards may be

mailed home or given directly to students or families/guardians during family conferences. If you need a copy of your student's progress report or report card, please visit the main office.

Student Athlete Academic Policy

Athletes must have a current term grade point average (GPA) of 2.5 and all grades of "C" or better. Students with a GPA lower than a 2.5 or an "F" in any course are not allowed to participate in practices or games until they meet GPA and grade requirements.

Letter Grades

Camino Nuevo uses a grading system called "standards based grading," where grades are given based on students' proficiency on core standards for each class. This grading system uses a 4-point scale. Middle and high school students will receive a letter grade on their report cards, whereas elementary school students will receive the numerical equivalent.

4-Point Scale	Approximate Letter Grade Equivalency
4	A
3	B
2	C
1	F
0	No Grade

Academic Integrity Policy

As a community of scholars and in support of lifelong learning, it is the expectation of CNCA that all students produce and furnish their own academic work. "Work" is defined as any assignment, task, homework, quiz, test, standardized assessment, or project submitted via hard copy, electronically, or otherwise. Alleged academic dishonesty of any kind will be reviewed and consequences will be developed by the teacher(s) of the course and/or an administrator at the school site.

In order to avoid academic misconduct or dishonesty, students should refrain from the following actions and behaviors: copying the work of another student, allowing others to copy from their work, plagiarizing (using the work of another without providing a reference or crediting work to the originating party), joking about cheating, falsifying/forging information, and/or misrepresenting the parties who performed academic work.

In cases where a student has been found responsible for academic misconduct, consequences may include (but are not limited to): a failing grade on the assignment, a proctored opportunity to re-do the academic work, a failing grade in the course, educational projects, or other corrective or restorative consequences as determined by the teacher and administration.

Curricular Requirements

CNCA aims to educate all students, so they are prepared to attend a four-year college or university after high school. Upon graduation all Camino Nuevo students will have met acceptance requirements for both the 9 University of California system campuses (schools such as UCLA, UC San Diego, UC Irvine, etc.) and the 23 California State University system campuses (schools such as Cal State Long Beach, Cal State LA, CSU San Luis Obispo etc.). Per CNCA's mission and vision, all high school students will demonstrate college readiness by applying to a college or university during their senior year, even if they do not plan to attend college after graduation.

Additionally, students are expected to fulfill campus requirements, which include, but are not limited to four years of iConnect (our student advising program) as well as exercises and extracurricular activities such as internships and service learning. In the graduation plan included in the high school section, some students may take classes at a different grade level than the one identified on the table. Camino Nuevo is aware that no two students are the same and actual requirements will depend on each student's needs.

College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), Universities of California (UC), and private/independent colleges and universities as postsecondary options for students who wish to continue their education after high school.

In order to attend a community college, a student need only be a high school graduate or 18 years of age. A student may also transfer to a CSU, UC or private institution after attending a community college. In order to attend a CSU or UC, a student must have taken specific high school courses (referred to as the "A-G" courses), have the appropriate grades and have graduated from high school. Admission requirements for private/independent colleges and universities will vary.

For more information on college admission requirements, please refer to the following webpages:

- www.cccco.edu - This is the official website of the California Community College system. It offers links to all of the California Community Colleges.
- www.assist.org - This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- <https://www2.calstate.edu/apply> - This website provides information to students and their families on the CSU system, an online application, and links to all CSU campuses.

- www.universityofcalifornia.edu - This website provides information regarding admissions, an online application, and links to all UC campuses.
- <https://achieve.lausd.net/GPS> - This website provides resources to help students plan, prepare, and persist for postsecondary success. It provides information for students, families, educators, and community members. It is designed to support college and career readiness in middle and high schools, persistence into and through college, and build capacity for postsecondary readiness.

Students may also explore career options through career technical education. These are programs and classes that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage:

www.cde.ca.gov/ds/si/rp.

Students may meet with a school counselor to choose courses at their school that will meet college admission requirements or enroll in career technical education courses, or both. (Education Code 51229.)

Standards-Based Promotion Policy

CNCA has developed a standards-based promotion policy in accordance with Assembly Bill 1626 (AB 1626), Education Code 48070.5(1)(d). Students in grades K-12 are required to meet minimum identified criteria in order to be promoted to the next grade. This policy mandates retention for students not meeting identified criteria unless the regular classroom teacher recommends promotion on the Retention Candidate Review form or the summer school teacher recommends promotion at the end of summer school/intersession. Also included in the policy are the criteria for retention and mandatory summer school/intersession/intervention program.

Multiple measures must be used to determine promotion in all grades. These multiple measures include teacher progress report, grades, performance assignment scores, attendance, and teacher judgment. In addition, this policy provides for early and systematic parent/guardian notification when students are at risk of not meeting promotion standards. The policy states that an appeal process must be implemented when parents/guardians disagree with the promotion determination of a student. A complete copy of the policy is available upon request.

Retention/Promotion Appeal Policy

The parent/guardian may disagree with the retention or promotion determination. If the parent/guardian disagrees, they are entitled to an appeal meeting. Upon request for information, the principal/designee shall explain the appeal process and provide the parent(s)/guardian(s) with a form to request a site-level appeal.

Homework Policy

CNCA believes that the purpose of homework is to help students deepen their understanding of concepts learned in school and/or sharpen skills which require repeated practice in order to master. Teachers have different systems for tracking homework, so families/guardians should feel free to contact the teacher for additional information. Teachers may provide a copy of their classroom homework policy for your information. Expect homework to be assigned on a daily basis. However, it is important to note that homework will not always be graded by the child's teacher. Grading homework for accuracy is not aligned with two of the main purposes of homework: to provide repeated practice and to instill college preparatory study habits. Please ask your student's teacher(s) for more information about his/her homework grading policy.

Concerns

- If a family/guardian notices that a student's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible to complete.
- If the family/guardian is unable to assist the student with homework, seek out alternative support for the student through after school or tutorial programs.
- If there is a problem with having the appropriate supplies at home, the parent/guardian should contact the student's teacher. All homework should be complete, neat and on time.

Advanced Placement Fees

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. (Education Code 52242.)

School Uniform Policy

Why does Camino Nuevo Charter Academy have uniforms?

CNCA's mission is to educate students in a college-preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. Part of this education is teaching all students to make a good impression. Our top reasons for asking our students to wear uniforms are:

- There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
- The clothing we wear indicates our purpose. When we go to the beach, we wear swimsuits. When we go to a wedding, we put on our best clothes. At CNCA, we dress for learning.
- School uniforms put the focus on learning, not fashion. Uniforms can also reduce bullying and teasing. Please support our mission by taking our uniform seriously and wearing it with pride.

Uniform items should be no larger/smaller than one size of the student's clothing size.

Out of uniform consequences may include:

1. 1st offense – Verbal warning
2. 2nd offense – Parent/Guardian phone call
3. 3rd offense – Parent/Guardian meeting

A student may also be loaned a school-issued uniform if they arrive to school out of uniform. All school issued uniform attire must be washed and returned to the school site. Upon the return of school-issued uniforms, students will be given their “free dress” items back.

The CNCA high school uniform is:

- Light gray CNCA polo shirt
- Black bottoms – pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee). No leggings, sweatpants, or basketball shorts for bottoms are allowed.
- Only closed-toe footwear

The CNCA TK – 8th grade uniform is:

- Dark gray CNCA polo shirt
- Khaki bottoms – pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)
- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only.
- Only closed-toe footwear with flat rubber soles.
- Any attire that may be a distraction may be confiscated. Distracting attire may include but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retain the discretion to decide what is considered distracting attire.

For the Cisneros Campus only:

- 6th - 8th grade students may wear the light gray CNCA polo shirt.

Uniform Quick Reference Guide

High School Uniform Example:



Elementary and Middle School Uniform Example:



Free and Professional Dress Days

As a reward for positive behavior and attendance, schools may identify “free dress days.” Prior to free dress days, students and families will be notified of their eligibility to participate. If student(s) come to school in free dress when they are not supposed to, they will need to 1) call home to have someone bring a uniform to school 2) change into a school issued uniform. In order to maintain a safe learning environment, the attire described below is not acceptable on free dress days. We encourage students to express their individuality and personal style while following all CNCA dress code policies on free and professional dress days.

Professional Dress Examples:

- Suit with pants or suit with long skirt
- Dress Shirt or Blouse
- Matching Tie (optional)

Prohibited Free Dress Attire

- Clothing that displays inappropriate language, images, humor, or other graphics
- Clothing items that are too tight or loose (beyond one size above the student's clothing size)
- Tights/leggings may not be worn as pants
- Any attire that may be affiliated with a gang, clique, or street crew (Education Code 35183.)
- Shoulders must be covered with sleeves, tank tops are not permitted

Hats and caps are prohibited unless otherwise specified e.g. "hat day". If a student is required to wear a hat or cap, a physician's note must be submitted to the main office.

Frequently Asked Questions**1. What outerwear is acceptable?**

The CNCA uniform only includes the shirt and the bottoms. CNCA does not require official outerwear. Any sweater/jacket/coat without writing or a logo is acceptable. There is a CNCA logo pullover hoodie and zip hoodie available, but students are not required to wear it.

2. Does the polo shirt have to bear the CNCA logo?

Noolo shirts without the CNCA logo are acceptable, as long as they are the right color. Each school site has uniform samples in the main office to compare the color.

3. Where can I buy the CNCA uniform?

CNCA has two official vendors for uniforms. Please note, each vendor sets their own price for each item and has their own return and exchange policy and vendors may still carry the old CNCA uniform (yellow polo shirts and dark green bottoms) as well as uniforms for other nearby schools. Make sure to use only the current CNCA uniform outlined in this document. CNCA cannot guarantee uniforms. Please call your school's main office if you have difficulty finding the correct uniform items.

- Broadway Army Store - 217 W 4th St., Los Angeles, CA 90013 Tel: (213) 617 - 8495
- La Cigüeña - 2042 W. Venice Blvd., Los Angeles, CA 90018 Tel: (213) 272 - 2469
- El Caminito - 1534 W. 7th St., Los Angeles, CA 90017 Tel: (213) 370 - 6687

4. What is the return or exchange policy?

Each CNCA vendor creates their own policy on returns and exchanges. Please confirm what the policy is with the vendor before you purchase items. Items cannot be exchanged between vendors. CNCA does not interfere with uniform vendor policies.

5. What if I cannot afford a CNCA uniform?

If you cannot afford a CNCA uniform for your student, please talk to the school site's office. . Some CNCA sites offer uniform vouchers, or have donated uniforms to offer.

6. Are there any exceptions?

- School spirit themed days, holidays, or other specific school days announced by the campus in advance.
- Classes or individual students, groups, or clubs may be allowed Free Dress Day as a reward.
- High school graduation ceremonies.
- School-sponsored events where professional dress is required.

Distance Learning

In the case of full or partial school closures, such as those experienced due to COVID-19, and under the guidance of the California Department of Education, Camino Nuevo Charter Academy will implement a Distance Learning program. The vision for Distance Learning is as follows:

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for the whole child during this period of pandemic response. We will innovate and maintain high expectations for excellence in order to realize our mission of educating students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

We will provide our students with:

- High-quality, standards-aligned content that accelerates learning, moving students forward along a grade-level progression of the highest-priority standards and skills
- Joyful, responsive, age-appropriate classrooms – virtual or in-person – that promote healing and growth
- Meaningful relationship-building opportunities with each other and with their teachers
- Intentional collaboration with their families, as their partnership is essential now more than ever

We will achieve this vision through a combination of synchronous (live) and asynchronous (independent) online learning. Please refer to relevant guidance from the school to learn more about exact Distance Learning schedules given the context.

We may record class sessions as a school. We invite parents/guardians to observe virtual classes but discourage recording in order to protect the privacy of students and staff in the classroom and at school.

Distance Learning Attendance

Should Camino Nuevo be required to transition to distance learning due to closures such as those experienced during the COVID-19 pandemic, the following subsection will apply.

Attendance is a critical component of your child's success at Camino Nuevo during distance learning. Daily and consistent attendance ensures key learning experiences and information are not missed. However, if an absence occurs for any reason, the school must be notified on the day of the absence, a note of verification of absence must be sent after the absence, and all missed work must be made up by a date agreed upon with the teacher. It is the responsibility of the student and family to ask teachers (at an appropriate time) for assignments on the day of the student's return to school. Absence notes must be turned in within 10 calendar days of the absence. No notes will be accepted after the last day of the calendar month in which the absence occurred.

Regular attendance is expected if students are on distance learning or on a hybrid schedule that includes both in-person instruction and live virtual instruction. If a student becomes disengaged, the school will use multiple methods of outreach to try to re-engage the student and family; this may include phone calls, Parent Square messages, text messages, email, and mail via United States Postal Service (USPS) or another carrier. The school may disenroll a student and refer the student back to their Los Angeles Unified School District home school if a student is absent for 10 or more consecutive days.

SCHOOLWIDE STUDENT SUPPORT PLAN

WHY? The goal of the student support plan is to establish a positive culture and individualized behavioral supports needed for all students to achieve both social and academic success.

Camino Nuevo Code of Conduct

Please adhere to the Code of Conduct at all times:

- I will treat everyone with courtesy and respect.
- I will treat personnel and school property with respect.
- I will help create and maintain a positive and safe environment.
- I will come to school prepared for learning.
- I will act responsibly and accept the consequences for my actions.
- I will help everyone in this school feel capable, connected, and valued.
- I will connect and contribute to the community and the world around me.
- I will honor the character pillars and strive to make my community a safe, healthy learning environment for all.

California Education Code will be enforced. Consequences for negative behavior choices may include:

- Verbal warning
- Teacher-student conference
- Reflection
- Parent/Guardian phone call/meeting
- Behavior Contract
- Community Service
- Home visit
- Classroom suspension/In-school suspension
- Suspension
- Expulsion

Reflection or Service Hours

An administrator or teacher may assign lunchtime/afterschool reflection or service hours to students who do not meet school-wide expectations.

Afterschool reflection and service assignments may vary depending on the disciplinary concern. Families will be notified at least 24 hours before a student is assigned after school reflection or service time.

Loss of Special Event Day Privileges

Dean's List, or other platforms may be used to document and communicate student behavior at school. School administrators may use student scores to determine special event day privileges. Please be sure to check your student's Dean's List report regularly. Failure to meet and demonstrate school-wide expectations may result in the loss of special privileges.

Prohibition of Weapons Policy

The Federal Gun Free Safe Schools Act and California Law prohibits the possession of firearms on school campuses. Students, families, and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from CNCA. "Possession" includes, but it is not limited to storage in lockers, purses, backpacks, and/or automobiles.

Smoke-Free Environment Policy

The sale or use of tobacco products in any form is prohibited in school buildings at all times all year. The sale or use of tobacco products in any form is prohibited on school grounds and within 50 feet from school grounds at any time.

Employee Code of Conduct with Students

Education Code 44050 provides that a charter school offering instruction at the elementary or high school level must maintain a section on employee interactions with pupils in its employee code of conduct. It is the policy of CNCA that all school employees conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times. The purpose of this policy is to ensure all CNCA employees understand and demonstrate proper judgment observing the prohibitions in behavior which must govern their conduct; and recognize the responsibility to respond appropriately to unacceptable behavior of students and/or co-workers. Further, this policy will specify boundaries related to potentially sexual situations and conduct which is contrary to accepted behavior and in conflict with the duties and responsibilities of CNCA employees. In addition, this policy will alert all CNCA employees about sensitive problematic matters involved in employee/student relationships, provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism; and to give notice that potential improper action may have significant consequences. It is the intent and purpose of this policy to establish guidelines which should be followed by all CNCA employees when interacting with all students.

1. School instruction, counseling and other administrative tasks relating to students, which require the presence of students, should be accomplished on school premises within the normal school day.
2. Whenever it becomes necessary for a CNCA employee to meet with a student outside of the normal school day, or to conduct instruction or participate in school-related extracurricular activities outside of the school premises, such activities must be accompanied by the advance written approval of the School Principal and the parent/guardian of the student(s).
3. CNCA employees should only be alone with a single student as authorized by their site administrator, if it is educationally necessary, or is a requirement of that employee's position.
4. In the event a school activity requires traveling and the CNCA employee is called upon to drive or otherwise provide transportation, the activity and transportation must be approved in writing by the Site Principal and the parent/guardian prior to the required travel.
5. CNCA employees may only travel alone with a single student after acquiring written permission from the principal and the parent/guardian.
6. Any written, verbal, or electronic communications with students shall be confined to instructional assignments and requirements only, and shall comply with applicable CNCA standards of conduct.

Examples of Inappropriate Behavior

CNCA's policy prohibits any type of sexual relationship, sexual contact, or sexually-nuanced communication or behavior between a CNCA employee and student without regard to the student's age. This includes internet chat rooms, Facebook, Instagram or similar social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to students of the same or opposite gender of the CNCA employee. It also applies regardless of whether the student or the

CNCA employee initiated the sexual behavior, and whether or not the student welcomes the sexual behavior and/or reciprocates the attention.

While CNCA encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to the following:

1. Making, or participating in, sexually inappropriate comments, including double-entendre comments or sexual innuendo.
 - Sexual jokes, or jokes/comments with sexual double-entendre;
 - Kissing of any kind;
 - Listening to or telling stories that are sexually oriented;
 - Inappropriate physical contact.
2. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
 - Intentionally being alone with a student at or away from the site, regardless of gender;
 - Except for extremely rare emergency situations, giving a student a ride to/from school or school activities without written approval from the Principal and the parent/guardian;
 - Giving gifts to an individual student that are of a personal and/or intimate nature;
 - Requesting photographs or notes from a student;
 - Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator;
 - Being alone in a room with a student on CNCA property with the door closed unless authorized by the employee's administrator, is educationally necessary, or is a requirement of that employee's position;
 - Inappropriate or excessive, non-instructional attention toward a particular student;
 - Remarks about the looks, physical attributes or physiological development of anyone;
 - Allowing students in your home or attending non-school activities with the student without written approval from the Principal and parent/guardian and without another parent/guardian or other responsible adult present;
 - Sending a student (s) email, text messages, or responses from social networking websites such as Facebook, Instagram, etc. that are not directly related and confined to instructional matters.

HEALTH AND WELLNESS RELATED POLICIES

When to Keep Your Child Home

If your child exhibits any of the following symptoms, please keep them home.

- A fever of 101 or higher

- Vomiting
- Loose bowel movements
- Pain
- Difficulty breathing
- Runny nose with thick yellow or green discharge
- Open or draining sores
- Severe coughing
- Rash or hives
- Pink eye or conjunctivitis
- Lice, ringworm or other contagious conditions

The determination to send a student home will be made using the “keep home” criteria. Parents or legal guardians will be notified by telephone of the nature of the illness and will be asked to pick up the student.

If your child becomes seriously injured at school, you will be contacted and the school will administer emergency first aid and complete an accident report for you to share with your child’s physician. Other injuries will be communicated via an incident/accident report that will be sent home with the student at the end of the school day.

In addition to these guidelines, CNCA may have to implement other precautions (such as needed by the Covid-19 pandemic) as directed by state, federal, or local authorities.

Hygiene

It is very important that your child come to school healthy and clean. This means that they brush their teeth every day and bathe on a regular basis. With older students and changes in their bodies, body odor can become an issue. Please teach and remind older students of positive hygiene habits. Students are very active, and we live in a warm environment, please do not hesitate to provide your child antiperspirant/deodorant. When students come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible so that your child can have positive social relationships.

Sleep

It is very important for your child to get the appropriate amount of sleep. Students are growing and need to be well rested before they come to school. When a student is going through a growth spurt, they require more sleep than normal. Kindergarten through 12th grade students generally require anywhere from 8 to 12 hours of sleep nightly. Young adults require at least eight hours of sleep each night. Please help your child get the right amount of sleep so that they arrive to school each day ready to be their best selves!

Illness

If your student is ill, please call and inform the office on the day of the absence. For your child's safety and the protection of others please do not send them to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick up your child from school. If at all possible try to get a copy of the homework your child missed during their absence.

Birthdays and Celebrations

Campuses may make special arrangements for events during the school year for holidays or observances. If you wish to participate, please make arrangements with the school's main office to ensure alignment with the Wellness Policy.

If you would like to celebrate a student's birthday during school, please contact the school's main office in advance to make arrangements. CNCA encourages non-food celebration items but if you would like to bring a food item please see the Wellness Policy. If you are planning to have a birthday party at home, please make arrangements outside of school. Copies of the wellness policy are available from the school's office or on the CNCA website.

Immunizations

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. CNCA shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. CNCA may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing. (Education Code 48216, 49403.)

California school law (AB 354) requires that all students be up to date on their immunizations in order to attend school. The following are the immunization requirements organized by age:

Age 4-6 Years (These immunization requirements also apply to students entering transitional kindergarten)	Age 7-17 Years
Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) —5 doses (4 doses OK if one was given on or after 4th birthday)	Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, Tdap, or Td)—4 doses (3 doses OK if last dose was given on or after 2nd birthday)
Polio (OPV or IPV)—4 doses (3 doses OK if one was given on or after 4th birthday)	Polio (OPV or IPV)—4 doses (3 doses OK if one was given on or after 2nd birthday)

Hepatitis B—3 doses	Measles, Mumps, and Rubella (MMR)—1 dose 2 doses required at 7th grade)
Measles, Mumps, and Rubella (MMR)—2 doses (Both given on or after 1st birthday)	Varicella (chickenpox)(Admission at ages 7-12 years need 1 dose; ages 13-17 years need 2 doses)
Varicella (Chickenpox)—1 dose	Tetanus, Diphtheria, and Pertussis (Tdap) —1 dose at 7th grade or out-of-state transfer admission at 8th–12th grades (1 dose on or after the 7th birthday)s
HPV - Human Papillomavirus (2019: Recommended for all children unless your doctor tells you that your child cannot safely receive the vaccine)	All 11-12 year olds should get a 2-shot series of HPV vaccine at least 6 months apart. A 3-shot series is needed for those with weakened immune systems and those age 15 or older.
Meningococcal (2019: Recommended)	All 11-12 year olds should get a single shot of a meningococcal conjugate (MenACWY) vaccine. A booster shot is recommended at age 16. Teens, 16-18 years old, may be vaccinated with a serogroup B meningococcal (MenB) vaccine.

All California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and will be reconfirmed for all students advancing to 7th grade before entry. Parents/guardians must show their child's Immunization Record as proof of immunization.

If you do not have health insurance or a regular health care provider, visit <http://publichealth.lacounty.gov/ip/clinics.htm> or dial the Los Angeles County Information Line at 2-1-1 for referrals to no-cost or low-cost vaccine providers.

Please note that this requirement applies to all California schools. Our school requires proof of vaccination on or before June 15th of every year.

Immunization Exemption Law (SB277)

Starting in 2016, exemptions for religious or other personal beliefs will no longer be an option for the vaccines that are currently required for entry into school or childcare in California. Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine. Students will no longer be required to have immunizations for entry if they attend a home-based private school or an independent study program and do not receive classroom-based instruction.

Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status. However, parents or guardians must continue to provide immunization records for these students to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students.

A student who is homeless or in foster care, when transferring into a new school, may be admitted immediately if the student arrives without immunization records.

SB 277 provides for a limited grandfathering of students who submit a personal belief exemption affidavit to the school prior to January 1, 2016 to continue attending public or private school after July 1st, 2016 until they enroll in the next "grade span." The three grade spans are defined as birth to preschool, kindergarten to sixth grade, and grades 7 through 12.

SB 277 still allows for a medical exemption and defines a medical exemption as follows: "If the parent or guardian files with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization, that child shall be exempt from the requirements of Chapter 1 (commencing with Section 120325, but excluding Section 120380) and Sections 120400, 120405, 120410, and 120415 to the extent indicated by the physician's statement."

Sports Physical Examination

Each student in grades 9 through 12 planning to participate in school athletics must pass a comprehensive physical examination by a licensed health provider. Written proof of a physical examination provided by a physician or the health department must be presented to the school office and/or designated school administrator.

Concussion

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works.

Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.

In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away. Signs of concussion may be observed by parents/guardians or may be reported by the student.

Signs Observed by Parents

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to or after a hit or fall

Symptoms Reported by Teens

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"

All CNCA athletic coaches are trained annually on concussion safety. All students participating in extracurricular athletics must have a release form signed by a parent/guardian on file with the school. If a student is suspected to have experienced a concussion, they will be removed immediately from the activity and will not be allowed to return to the activity unless cleared by a medical professional.

Health Screenings in Schools

Mandated Health Screenings: Hearing, Scoliosis and Vision Examinations

Students will receive hearing, scoliosis, and vision screenings as mandated by California State Law on grades kindergarten, 2nd, 5th and 8th. Scoliosis is required for 7th grade girls and 8th grade boys. Health screenings are performed on-site and free of charge to families by contracted health professionals. Notices and/or passive consent forms will be sent to you prior to the screening. It is recommended and strongly encouraged that Parent/Guardians arrange for a yearly speech examination as part of their child's physical examination. (Education Code 49452, 49452.5, 49455.)

Vision and Other Defects

CNCA will notify parents of any pupil noted by the supervisor of health to have visual or other defects. Notification is to ask parent to take such action as will cure or correct the defect. (Education Code 49456.)

Parent Withdrawal of Consent for Physical Examination

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be

permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. (Education Code 49451.)

Medical or Hospital Services for Pupils

The Governing Board may provide or make available medical or hospital services for injuries to students arising from school programs or activities. No student shall be compelled to accept such service without his/her consent, or, if a minor, without the consent of a parent or guardian. (Education Code 49472.)

Confidential Medical Services

Education Code 46010.1 provides that school authorities may excuse any pupil in grades 7-12 from the paschool for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Health Education

Schools must provide students in grades 9 through 12 with HIV/AIDS-prevention education at least once in high school. HIV/AIDS-prevention education, whether taught by CNCA personnel or outside consultants, must meet the requirements of Section 51933 and must accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. Fifth grade students are encouraged to participate in the Human Growth and Development Presentation (separate sessions for boys and girls). Permission is required from parents / guardians for fifth graders to participate.

California Healthy Youth Act

The California Healthy Youth Act, codified as Education Code sections 51930-51939, has five main purposes:

1. To provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and STDs;
2. To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection. Parents may request a copy of the California Healthy Youth Act. A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that

education through a passive consent (“opt-out”) process. A parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student’s parent or guardian excusing the student from participation. (Education Code 51240.)

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or, for students in grades 7-12, to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex, may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Schools shall not require active parental consent (“opt-in”) for these tests, questionnaires, or surveys. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the school. (Education Code 51513 and 51514.)

CNCA schools may use outside consultants or guest speakers in order to provide students with education consistent with the California Healthy Youth Act.

CNCA schools shall not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

"Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases (EC 51931).

"HIV/AIDS prevention education" means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS. (Education Code 51931.)

Other Health Education Requirements:

Erin's Law: Sexual Abuse and Molestation Prevention.

Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn.

"Erin's Law" requires that all public schools in every state implement a prevention-oriented child sexual abuse program which teaches:

- Students in grades PreK – 12 age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- School personnel about child sexual abuse
- Parents or guardians about the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families

Please contact your campus for specific information about school assemblies.

Under Welfare and Institutions Code 18976.5, parents may refuse to have their children participate in a primary prevention program.

Health and Medical Conditions

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent/guardian and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma and allergies should have an accommodation plan at the school.

Allergies

Please alert us to any allergies your student may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines and other substances.

Communicable Diseases

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will be removed from school until guidelines for readmission are met.

Lice

Outbreaks of lice in Los Angeles are very common. The school follows preventative routines. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover

that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home. Your child may only return to class when he/she has been effectively treated, nits are gone, and the office inspects your child.

Ringworm

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious to readmit.

Chickenpox

An effort will be made to notify Parent/Guardians about school exposure to chickenpox. The Parent/Guardian of a student for whom chickenpox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

Other Illnesses

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent/guardian's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider. A current Emergency Information card must be on file at the school so that parents/guardians can be notified promptly in case of an accident or illness involving their student.

Medications at School

Students may not carry or use medication on campus without written consent. A student who needs to take medication during school hours must have a statement to this effect on file at the school signed and prescribed by a California licensed medical doctor and also signed by the parent/legal guardian. Parents/guardians may obtain a "Request for Medication to be Taken During School Hours" form in the main office.

Any students with the following health concerns must bring a doctor's note: food allergies, asthma, diabetes and seizures. Self-administration of medications may be permissible by special arrangement with the school administrator. The required forms are available from the school office or administrator. School personnel do not administer, prescribe or give advice regarding any kind of medication. If a

student is taking medication, it is in his/her best interest to arrange a schedule so that a parent or legal guardian can administer the medication.

Administration of Prescribed Medication

Education Code 49423 provides that any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or is ordered for him/her by a physician's assistant practicing in compliance with the Business and Professions Code may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if CNCA receives the appropriate written statements.

In order for a pupil to be assisted by a school nurse or other designated school personnel, CNCA shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that CNCA assist the pupil in the matters set forth in the statement of the physician.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing CNCA and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Per Education Code 49423.1 a pupil who is required to take, during the regular schoolday, medication prescribed for the pupil by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer inhaled asthma medication if CNCA receives the appropriate written statements.

In order for a pupil to be assisted by a school nurse or other designated school personnel, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil requesting that the school district assist the pupil.

In order for a pupil to carry and self-administer prescription inhaled asthma medication, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing CNCA and personnel from civil liability if the self-administering pupil suffers an adverse reaction by taking medication.

CNCA shall accept the written statement from a physician or surgeon, as specified in this paragraph, from a physician or surgeon who is contracted with a health plan licensed pursuant to Section 1351.2 of the Health and Safety Code. A written statement specified in this subparagraph shall be provided in both English and Spanish, and shall include the name and contact information for the physician or surgeon.

A school nurse or other school personnel shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for their acts or omissions relating to a pupil self-administering inhaled asthma medication in accordance with this subparagraph. CNCA shall not be subject to civil liability if a pupil self-administering inhaled asthma medication in accordance with this subparagraph suffers an adverse reaction.

The written statements specified shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

A pupil may be subject to disciplinary action pursuant to Section 48900 if the pupil uses inhaled asthma medication in a manner other than as prescribed.

Medication Regimen for Non Episodic Condition

The parent or legal guardian of any public school pupil on a continuing medication regime for a non-episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. (Education Code 49480.)

Treatment of School-Related Injuries

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or adhesive bandages as needed. Parents/guardians will be notified about minor injuries at the discretion of the administration. When confronted with more serious injuries/illnesses, school staff will contact parents/guardians, and, if required, transport the student to the nearest hospital emergency department or call 911. It is the responsibility of the parents/guardians to update school medical and

emergency information. Please see the CNCA Emergency Card for more information about emergency, medical treatment for students.

Pupils with Disabilities

Education Code 48207 provides that a charter school may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a pupil who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Section 48206.3.

Parent's Duty of Notification

It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify CNCA pursuant to Section 48207 of the pupil's presence in a qualifying hospital. (Education Code 48208.)

Instruction for Pupils with Temporary Disabilities

A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by CNCA, or individual instruction in a hospital or other residential health facility, excluding state hospitals. (Education Code 48206.3.)

Physical Fitness Test

State law required schools to administer the Physical Fitness Test (PFT) annually to all students in grade 9. The state-designated PFT is the FITNESSGRAM. It is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical health. Teachers are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. Students are tested between February and May. Parents/guardians should see that their students participate in a regular program of physical activity and nutrition. The complete test measures student performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance and flexibility

Chronic Conditions

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher.

Responding to Emergencies

In the event that there is an emergency, parents/guardians should remember that schools are among the safest buildings in the community. By law, California public schools are built to a higher standard, called the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. Schools also have extensive Fire Life Safety Systems that include fire alarms and sprinkler systems designed to protect students and staff. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classroom to a safe assembly area, usually the playground or parking lot. The school implements regular emergency drills to ensure that all members of the school community know the plan. Teachers will review emergency preparedness procedures with the students during the first month of school.

During an emergency, parents/guardians who want to pick up their students may be asked to go to a location different from the regular dismissal area. Please follow the instructions of school personnel. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card, unless another person can be authorized by the custodial parent/guardian and verified by the school. Parents/Guardians must make sure that the Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents/guardians will not be able to pick up their students until the school campus is declared to be safe by the Police, Sheriff's Department, or other official city or county agency. Parents/guardians need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Every CNCA campus has a Comprehensive School Safety Plan (CSSP) that describes all of the school's safety procedures and safety related policies. A copy of the CSSP is available on the school's webpage or a physical copy can be requested from the school's main office.

Integrated Pest Management (IPM) Policy

This policy outlines a widely accepted approach to pest management that results in effective suppression of pests while minimizing human health and environmental hazards. CNCA shall provide written notification with specified information on pesticides to all school staff and parents/guardians if any are

applied. A 24-hour advance notification will be sent to parents/guardians prior to any pest treatment.
(Education Code 48980.3.)

SCHOOL-PARENT COMPACT

The School-Parent Compact is a set of shared commitments between the school and the family. The goal of the compact is to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success.

CNCA distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

In addition, parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance at in-person and/or virtual workshops, parent meetings and school activities count toward hours of volunteer service. However, donations are not equivalent to volunteer hours. Another way to meet the volunteer service hours compact is to attend an educational community event (i.e. book fair, college fair) and by completing city college classes, taking your student to the public library or by enrolling in other community-based education programs. A maximum of six hours of educational community events will count toward the 15-hour volunteer service pledge.

For a copy of the full and detailed policy of your school, please visit www.caminonuevo.org in the "Board Policies" section, request a copy at the school's main office, contact your Family Services Coordinator or designee, or visit the Resource Hub in Parent Square.

Five Ways You Can Make a Difference

As a parent/guardian you are your student's child's first teacher. Even while your child is in school and/or during distance learning, you still teach them important lessons every day. Research shows that when families and schools work together, students do better.

Here are some suggestions from the Parent Institute on ways you can make a difference in your child's education, particularly in the early years. These activities don't cost money. They don't require training. All they require is your effort.

1. Read to your student child every day. Long after children learn to read for themselves, they love this special time with you. Kids who are read to will want to read on their own.

2. Join your school's parent/guardian leadership committees. When families and schools work together, schools improve.
3. Volunteer. The more help parents/guardians give teachers, the more time teachers can spend with students. If you have a full-time job, you can still help. Ask your student's teacher or Family Coordinator what you can do.
4. Let your children know school is important. Ask about their homework. Attend school events, monthly parent meetings and workshops. Talk about how you use what you learned in school in your daily life.
5. Recognize your child's special gifts. Each student has special talents. Perhaps the most important thing you can do is help your child see how he or she is special. That boosts confidence and sets the stage for learning.

Ways to Participate

Become a School Instructional Support Volunteer

Throughout the school year, opportunities will arise for you to volunteer in your child's classroom, in the school, and for special events. CNCA welcomes and strongly encourages your involvement as parents/guardians to volunteer in the life of our schools and welcomes your participation as a volunteer.

In order to become an instructional volunteer, you must follow these procedures:

- Arrange with the classroom teacher the dates and times you will be in the classroom.
- Have a current volunteer application on file.
- Before entering the classroom, you must sign in with the office, display your identification tag at all times, and wait until the classroom teacher gives you instructions.
- Have a current TB test on file (no more than two years old). Volunteers must have written documentation of tuberculosis clearance on file at the school prior to beginning an assignment.
- Fingerprinting by the Department of Justice (DOJ) is required for mentors, one-on-one tutors and non-employee volunteer coaches.

Participate in School Governance or Special Committees

Each school site has several leadership committees for families that meet either in-person and/or virtually. Some of those committees are:

English Learner Advisory Committee (ELAC) - required committee:

Each campus with 21 or more English learners has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance.

Site Based Council (SBC) - required committee:

Serves as an advisory council to the school site principals. Elections of parent representatives and other community members are held each school year by the third week in September. Nomination forms for parent/guardian and community members shall be distributed at each school site and sent home to families. New members and alternates shall be installed by the October meeting. The committee is responsible for reviewing policies and the Local Control Accountability Plan (LCAP) goals (i.e. School Safety Plan, share resources available to support students and & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).

School Wellness Committee:

Are an advisory group concerned with the health and well-being of students and staff. This group typically has 6-12 members and may include school staff, students, family members, and/or community members. The School Level Wellness Committee establishes and implements goals, programs and activities to meet the health and wellness needs of the school community.

Parent Community Leaders Committee - enrollment support:

This committee promotes the school in the surrounding communities. Participating parents become school ambassadors to represent the school in the community. Members of this team are charged to promote the school (i.e. community walks, outreach, canvassing with flyers, etc.) and generate interest about the school while promoting enrollment.

School Culture Planning Committee (SCPC) - optional committee:

This committee is responsible for planning fundraising activities and school events to promote a positive school culture.

Participate in Family Workshops (in-person and/or virtually)

Various family workshops, school special events and activities will be held during the school year. Attending workshops and school activities will count towards your hours of volunteer service.

Families are encouraged to keep track and record their volunteer hours in their Parent Square app by following these steps:

1. From the home page click on "More" in the bottom menu. Then, click "volunteer hours" at the bottom of the page.

2. Click the "+" sign in the top right corner to add your volunteer hours.
3. Input the month you volunteered, the activity you performed, and the amount of time that you volunteered. You can also add in a description if you'd like (i.e. title of workshop: "Abriendo Puertas #1).
4. Click "save" in the top right corner when you are finished and your volunteer hours will be recorded.

Family Services Coordinators or designee can answer questions regarding opportunities to volunteer, how to register with Parent Square and how to track your volunteer hours.

Afterschool Program

Camino Nuevo partners with Think Together to provide students with rich afterschool experiences and academic support.

Afterschool Program Operational Requirements

Afterschool Program grantees (CNCA) are required to operate programs a minimum of 15 hours per week and at least until 6 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year. According to the California Department of Education (CDE) Expanded Learning Division Section 8483(a)(1): Every afterschool component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day. Every after school component of the program shall establish a policy regarding reasonable early daily release of pupils from the program. Education code allows the grantee to develop a policy for the reasonable late arrival and early daily release of pupils from before and afterschool care programs based on local needs. However, the use of the late arrival and early release policies should be the exception and not the rule.

Afterschool Program Attendance

It is a grant requirement that elementary school pupils participate in the full day of the program every day and that pupils in middle school attend a minimum of nine hours a week and three days a week to accomplish program goals. Priority for enrollment of pupils in middle school shall be given to pupils who attend daily.

Personal Growth Opportunities

Throughout the year the school may offer educational opportunities solely for the continuing education of parents/guardians and families. Such opportunities may include classes on parenting, health topics, communication, mental health, job training, domestic violence, and ESL. Families are also encouraged to attend the following events:

- BOY Grade Level Orientations

- College Counselor Meetings
- Small Group Teacher Workshop
- Workshops: Technology, Communication, Grading, Standardized Testing, Mental Health
- Parent Workshop series: Transition to College, Abriendo Puertas, etc.
- Successful Family-Teacher Conferences parent workshops
- “Cafecito” or Coffee with the Leadership Team - parent monthly meetings
- Leadership Committees: Site Based Council, ELAC, Wellness Committee, Parent Community Leaders Committee and/or School Culture Planning Committee
- Open House
- Back to School
- Math/Reading Celebrations
- Teacher Appreciation Events
- Alumni Support Informative Session
- Learning about our Mental Health Program
- Academic Workshops:
 - Understanding SBAC/ELPAC
 - Preparing your Child for SBAC/ELPAC
 - Getting Familiar with Common Core Shifts
 - I-Ready Math

Volunteering at School: Parent Involvement Policy

Various opportunities for parent involvement and support are provided at CNCA. Parents are welcomed to volunteer at times that best work for them. Opportunities for their involvement and participation can take place in the morning, during the school day, after school, school events, on a daily, weekly, or monthly basis and in the areas they feel comfortable in. All parents are welcome and encouraged to be part of our school community and if language is a barrier, we provide the necessary support to make sure everyone is included.

CNCA has developed a written Title I parental involvement policy with input from Title I parents. In partnership with the School Site Council of each CNCA campus, CNCA developed the policy. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA has distributed the policy to parents of Title I students. The policy is distributed at the beginning of the school year to each family and is available online via the CNCA website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

For a copy of the full and detailed policy of your school, please visit the school website, request a copy at the school’s main office or contact your Family Services Coordinator.

General Volunteer Guidelines

Classroom and student work is always confidential. Please do not discuss student concerns with anyone except the teacher or principal. Keep in mind the following expectations when volunteering at CNCA:

- Try not to compare students within the classroom.
- Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach.
- Work positively for the good of the school.
- Constructive criticism should be directed only to the supervising teacher or school administrator.
- When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher.
- Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures please contact the parent liaison. Don't compare one student with another; think of your child as their own person.

Tracking of Volunteer Hours

All volunteer hours need to be entered into the Parent Square App. Parents are asked to enter their volunteer hours every month. Parents are encouraged to complete 15 hours of volunteer service per family/per school. Hours can be accrued by attending parent workshops, Cafecitos, parent-teacher conferences, school events, school committee meetings, and classroom activities.

1. From the home page click on "More" in the bottom menu. Then, click "volunteer hours" at the bottom of the page.
2. Click the "+" sign in the top right corner to add your volunteer hours.
3. Input the month you volunteered, the activity you performed, and the amount of time that you volunteered. You can also add in a description if you'd like.
4. Click "save" in the top right corner when you are finished and your volunteer hours will be recorded.

Family Services Coordinators or designee can answer questions regarding how to enter volunteer hours in Parent Square.

Family-Teacher Conferences

Formal and informal conferences are one way that you as the parent/guardian can stay informed of the progress of your child in school. You may set up an appointment to meet with a teacher whenever you feel it is necessary. Mandatory formal conferences will take place at least twice a year. These usually take place after the first quarter, the end of the first semester and the third quarter grading period.

ParentSquare simplifies the process of scheduling parent-teacher conferences. All parents must download the Parent Square app and register by entering your email or cell phone number. The email and/or cell phone number should match the information given to your school during enrollment. All conference sign-ups are going to be scheduled via Parent Square. Families receive an email, message or app notification depending on their user settings with a link to access the conference schedule. Parents who signed up receive a reminder before the event.

Family/Teacher conferences will be held on shortened days and minimum days. If you cannot attend your scheduled family conference, contact the teacher(s) and reschedule. In order to get the most out of a formal conference, you should be on time and may want to:

- Have questions prepared
- Take a moment to write down questions and concerns that you wish to discuss at the conference.
- Take notes during the meeting
- Share any relevant information
- If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a student's attitude, behavior, or performance.

School and Family Communication

Camino Nuevo uses Parent Square as the primary form of communication with families. Parent Square is a communication platform designed to help streamline all communication with families related to school events, conferences sign-ups, parent workshops, fundraisers, volunteer hours tracking, calendar, parent bulletin, etc. It is important that communication is a continuous process. To stay informed of all meetings and events, please check the school website, Parent Square and monthly calendar/newsletter regularly. CNCA frequently provides notices, correspondence and important flyers.

Downloading the mobile app is the easiest way to receive all posts, events, sign up requests, photos and files. Users can enable app notifications when a message is posted. ParentSquare allows you to change your language setting if you would like to get posts in a different language.

CNCA asks all families to download the Parent Square app. and register by following these steps:

1. Download the FREE ParentSquare app for iOS or Android.
2. Open up the ParentSquare App.
3. Enter your email or cell phone number. The email and/or cell phone number should match what is in your school's information system or database.
4. Next, create your password and confirm your password. Click Continue.

5. You will receive a registration code via email or text. Enter your registration code and click 'Verify'. This will take you to your ParentSquare home feed!

You can contact a teacher or an administrator by:

- Sending a direct message via Parent Square.
- Calling the school and leaving a message. The teacher will return your call.
- Making an appointment.
- Writing a note.
- Visiting during "office hours." When available, teachers will meet with families according to the order of arrival.

If you need to speak to an administrator, please call the school office. If someone is not available to speak to you immediately, please send a direct message via Parent Square or leave a message, and someone will return your call. If you need to speak to someone about an issue that may take more than five minutes, please make an appointment with the appropriate person. This is the best way that you will get undivided attention.

If you are not receiving communication from the school via Parent Square, please contact the office or the Family Services Coordinator.

If you need to communicate with your child during school, call the office and leave a message. That message will be given to the student. A student will be summoned from class to take your call only if it is an emergency. Please make all carpool or after school pick up arrangements with your child before the start of the school day.

Classroom and School Visitation and Removal Policy

While CNCA encourages Parent/Guardians and interested members of the community to visit our schools and observe the educational program under Education Code 49091.10, CNCA also endeavors to create a safe environment for students and staff. Therefore, Parent/Guardians and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the educational environment.

Parent/Guardians and other visitors, including children who are not students of CNCA, shall not loiter on the school premises, including the parking lot and outside of school buildings. The parking lot shall be used for picking up and dropping off students, and for conducting school business. Parent/Guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school.

If a Parent/Guardian or guardian wishes to visit CNCA to observe the educational program, the visitor must adhere to the following procedures, which have been developed to minimize interruption of the

instructional program and ensure the safety of students and staff pursuant to California Penal Code Section 627 et seq.

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least one day in advance either by phone or in writing. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parent/Guardians seeking to visit a classroom during school hours must first obtain approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school buildings or grounds during regular school hours. When registering, the visitor is required to provide his/her name, purpose for entering school grounds and proof of identity. For purposes of school safety and security, the Principal or designee may create a visible means of identification for visitors while on school premises.
3. The Principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property, or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the CNCA senior management on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or CNCA senior management within five days after the denial or revocation. The Principal or CNCA senior management shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the CNCA senior management shall be held within 30 days after the receipt of the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Parents, Visitors and Staff Code of Conduct

The purpose of the Parent & Staff Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at school events and when interacting with employees and/or students.

In order to create an optimal environment for student learning, Camino Nuevo requests all members of our community adhere to these guidelines.

- Teachers, administrators, staff, and parents/guardians must work together for the benefit of all students
- All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect.

Prohibited Behaviors

In order to provide a peaceful and safe school environment, Camino Nuevo bans the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.
- Threatening to do bodily harm to a school employee, visitor, fellow parent/guardian, or student.
- Damaging or destruction of school property.
- Defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others.

Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws.

In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow.

No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

California Mathematics Placement Policy for Students Entering 9th Grade

Camino Nuevo Charter Academy is committed to providing a “fair, objective, and transparent” mathematics placement policy for all students entering 9th grade. In preparation for the 2023-2024 school year, we have developed criteria and protocols for accurately evaluating and placing students in appropriate mathematics courses that will best support our commitment and vision for ALL students to be college and career ready. We will consider the following multiple objective academic measures of pupil performance to inform student placement:

1. Standardized statewide mathematics assessment score based upon CAASPP achievement levels: standards exceeded, standards met, and standards nearly met from grades 6 and 8.
2. Results from a diagnostic assessment (administered EOY and within the first three weeks of school) to ensure accurate student placement and permit re-evaluation of individual student progress.
3. End of course exam, summative assessment grade measuring student mastery on state-adopted standards with a grade of C or above, and demonstrating sufficient preparation for the next in sequence mathematics course.
4. Final math grade on the end of the year official report card.
5. Teacher recommendation based upon classroom assessments, grades, and habits of mind.
6. For students receiving special education services, the final mathematics placement will be determined by the student’s IEP team.

If a parent/guardian would like for his/her child’s mathematics placement to be reconsidered, the following steps are in place:

1. Per parent/guardian’s formal request, site administration may make available the outcomes from the objective multiple performance measures listed above.
2. Per parent/guardian’s formal request, site administration will allow the student to take the end of course, final summative assessment. Based on the results of this assessment, site administration may reconsider the student's math placement.
3. Parent/guardian may also request a waiver requesting his/her child be placed in the next course in sequence.. However, such a request would be against the professional recommendation of the site administration. By signing the waiver, the parent/guardian will acknowledge and accept responsibility for requested placement.

Our Mathematics Placement Policy will be posted on our organization’s website and will be addressed by each Middle and High School site at the beginning and end of each school year.

Incomplete and Fail Policy (High School)

Grades of Incomplete will not be issued automatically. “Incomplete” (I) grades are issued under extreme circumstances that must have prior approval from the school site assistant principal, counselor and

respective course teacher. A student who receives an Incomplete must demonstrate evidence of standards proficiency for that course within 30 days of receiving the Incomplete. In rare circumstances, administrators may provide written approval of a time period of longer than 30 days. If the student does not complete coursework and does not successfully pass the class within 30 days of receiving the initial Incomplete, the grade will become an F.

Intervention Credit Recovery (High School)

Students who fail A-G classes must retake those courses to meet minimum graduation requirements. Fails will stay on students' historical transcripts and be included in their GPA, along with the grade for the repeated credit. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs. For students who require additional opportunities for credit recovery, they may do so by attending summer school and/or Options for Youth during the summer. Students with current I's and F's are required to attend service learning, academic and college trips and may not stay back to get caught up on work.

Culmination Policy/Senior Contract (High School)

Families and senior students will be expected to sign a contract indicating that they understand that in order to graduate, senior students must:

- Meet all A-G requirements with grades of C or better with an equivalent of 165 A-G credits, 80 elective credits, 30 iGraduate Credits, 40 service hours, 1 internship, and have completed 4 college applications.
- Have a Dean's List of 600 or better (or behavior equivalent) as of the Monday before graduation.
- No incidents involving drugs, alcohol, theft, fighting, vandalism or harassment as a senior.
- The school site will outline specific culmination requirements in the senior contract. This contract will be available to all seniors at the beginning of the school year and/or when a senior enrolls. A copy of the contract is available in the main office.

A diploma will be issued for any student meeting the graduation requirement of 165 A-G credits, 80 elective credits, 30 iGraduate Credits, 40 service hours, 1 internship, and have completed 4 college applications. All requirements are necessary for a student to participate in the graduation ceremony or to attend Grad Night or any other senior event; participation in all culmination activities is at the discretion of the site principal. If a student believes they should be able to participate, they may appeal to school administration in order to potentially participate in the culmination ceremony only.

Senior Activity Academic Policy

Seniors who are not passing their current senior classes may not be eligible to participate in senior activities (i.e. field trips, fun days, etc.).

High School Retention Policy

Camino Nuevo High Schools track progress toward graduation requirements very carefully. If a student is not on track toward graduation at the end of a given year of high school, and it will not be mathematically possible for them to make up the credits required to graduate on time, they will be retained.

GRADUATION REQUIREMENTS

Below are the graduation requirements for the Class of 2021 and beyond.

Camino Nuevo Charter Academy Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters (16.5 year long-classes)	165
I-grad & Senior Seminar	C or higher	3	30
Electives*	C or higher	15 semesters	75
Internship**	1 completed	1	5
Service Hours***	40 hours		5
College Application Completion	At least four college applications must be submitted		
			280
*For students transferring in, the minimum grade requirement for transferable elective credits will be determined on a case-by-case basis.			
** An internship must be completed for all CNCA High School students who attend a CNCA high school beginning in ninth grade			
*** 10 hours per year enrolled in a CNCA High School **** In exceptional instances, such as newcomers beginning in 11th grade, the minimum number of credits required for graduation might be reconsidered, contingent on approval by the CEO.			

PROCEDURES FOR ADDRESSING CONCERNS

Dispute Resolution/Filing A Formal Complaint

CNCA is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. If you have a concern regarding any aspect of the school's program including the performance of an employee, please speak with or write to the program supervisor. If an issue is not resolved, CNCA offers the following procedures and a Formal Complaint Form for all members of our community to use when filing a formal complaint. In all cases, CNCA prohibits retaliation against complainants. CNCA will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose it or investigate a situation that has occurred.

CNCA has the discretion to not investigate anonymous complaints. If you believe you have a complaint that relates to sexual harassment, discrimination, or an unlawful situation is not addressed in a manner that you are satisfied with, direct the concern in the same manner to the Principal or Assistant Principal. You may leave a written message in the main office or complete a Formal Complaint Form which is available in the main office.

If the complaint involves a person, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive, solution-oriented manner. If it is a general concern, not involving a specific person, please address your concern to the school's operations manager.

If your concern is still unresolved, please contact the principal or administrative designee to set up a mutually agreed upon time. Complaints resolved at this level do not need to proceed further in the process.

If after speaking with the principal, your concern remains unresolved, please use the Formal Complaint Form to detail your formal complaint in writing. For these written complaints, the principal or designee shall consider all the facts and arrive at a resolution of the complaint.

If the complainant is dissatisfied with the resolution arrived at by the principal or designee or if the complaint is with the principal, the complainant may direct their complaint in writing to the CEO. The CEO will determine if the matter can be handled at the CEO/Principal level – or – if the issue needs to be taken to the CNCA Board of Directors Grievance Committee.

In this case, the CEO will work with the Board Chair or a designated board committee to make determinations about how to resolve the matter. If needed, the CEO will meet with the complainant to discuss the facts and circumstances of which the complaint is based to help solve the problem. The determinations of the CNCA Board of Directors Grievance Committee are final.

Uniform Complaint Procedures

The Uniform Complaint Procedure (UCP) is only used for complaints or allegations of noncompliance involving nondiscrimination protections. These include a complaint regarding the violation of specific federal and state programs that use categorical funds such as After School Education and Safety, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Nutrition Services – USDA Civil Rights, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees. UCP complaints are filed with the district superintendent or their designee. A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or assignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

Complaints must first be filed at the local level. Complainants who are not satisfied with a local UCP decision, may file an Appeal with the State Superintendent of Public Instruction (SSPI). (Education Code 32289 and 49013(e); 5 CCR 4600 et seq.)

Uniform Complaint Procedures (UCP) – Please see Section “Board Policies” for Policy BP 1312.3

Mandated Reporting

In California, certain professionals are considered “child care custodians,” and they are required to report suspected child abuse and/or neglect. California Penal Code Section 11166 requires any student care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Under this law, CNCA employees are mandated reporters who will follow appropriate steps to report any such possible neglect or abuse. Mandated reporters are required to follow the law, and the failure to do so can subject the reporter to liability. Suspected child abuse reports are confidential as to the identity of the employee making such a report. CNCA also has an obligation to cooperate and participate in any process that is triggered by the Department of Child and Family Services, law enforcement agency or peace officer to assure the safety of our children.

****Legal Disclaimer ****

The information contained in the CNCA Family Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

CNCA expressly disclaims all liability with respect to actions taken based on any content in this handbook. CNCA assumes no responsibility for errors or omissions in this handbook or other documents that are referenced in this handbook. CNCA does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

CNCA BOARD POLICIES

Nondiscrimination in CNCA Programs and Activities (BP 0410)

Adopted by the CNCA Governing Board on June 13, 2017

CNCA is committed to equal opportunity for all individuals in education. CNCA programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristics contained in the definition of hate crimes in Penal Code section 422.55 or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all CNCA activities.

Annually, the CEO or designee shall review its programs and activities to ensure the removal of any barriers that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing CNCA programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barriers. The CEO or designee shall report his/her findings and recommendations to the Board after each review.

The CEO or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about CNCA's policy on nondiscrimination and related complaint procedures. Such notifications shall be included in handbooks, job announcements, applications and other recruitment materials distributed to these groups.

CNCA's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. For a copy of the full policy please visit www.caminonuevo.org in the Board Policies section or request a copy at the school's main office.

Nondiscrimination-Harassment Policy (BP 5145.3)

Adopted by the CNCA Governing Board on June 13, 2017

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in CNCA's academic and other educational support programs, services, and activities. The Board prohibits, at any CNCA school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, nationality, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The unlawful discrimination, harassment, intimidation, and bullying of any student applies to all acts related to school activity or school attendance within a school under the jurisdiction of the CEO of the Camino Nuevo Charter Academy. CNCA requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation or bullying. For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Student Sexual Harassment (BP 5145.7)

Adopted by the CNCA Governing Board on June 13, 2017

The CNCA Board is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

A student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, including suspension and/or expulsion. The conduct must be based on sex and would be considered by a reasonable person of the same gender as the victim to be so severe or pervasive as to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. In imposing such discipline, the entire circumstances of the incident(s) shall be taken into account, including but are not limited to:

1. Age and maturity of the victim and the perpetrator. In evaluating the maturity of the victim and the perpetrator, their emotional, social and physical development shall be considered.
2. Severity of the harassing conduct.
3. Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.)
4. Prior complaints against the perpetrator.

The CEO or designee shall ensure that all CNCA students receive age-appropriate instruction and information on sexual harassment. For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Uniform Complaint Procedures (UCP) (BP 1312.3)

Adopted by the CNCA Governing Board on March 19, 2019

This document contains guidelines and instructions about how to file, investigate and resolve a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Camino Nuevo Charter Academy (CNCA) of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

If staff is made aware of unlawful discrimination they are required to take immediate steps to intervene when safe to do so or when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

What is a Uniform Complaint?

This document presents information about how CNCA processes UCP complaints concerning particular programs or activities for which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or noncompliance with the requirements of our Local Control and Accountability Plan (LCAP). A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees or noncompliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

CNCA will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, to include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by CNCA, which is directly funded by, or that receives benefits from any state financial assistance. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Married / Parenting / Pregnant Students (BP 5146)

Adopted by the CNCA Governing Board on June 13, 2017

Married, pregnant and parenting students shall have the same educational opportunities as all students. For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of a student who is 18, even if the marriage has been dissolved.

The CNCA Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future. CNCA does not deny any student any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom and treats these in the same manner and under the same policies as any other temporary disability.

The instructional program for pregnant students shall be determined on a case by case basis appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction, independent study or alternative education program. CNCA shall coordinate scheduling so that students may attend their regular classes for part of the day and specialized classes for the remainder. When selecting the program, the student shall be encouraged to consult with her spouse or parent/guardian, her physician, and appropriate CNCA medical and educational advisors.

Pregnant/parenting students who voluntarily participate in alternate programs will receive educational programs, activities and courses equal to the regular program. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Extracurricular and Co-curricular Activities (BP 6145)

Adopted by the CNCA Governing Board on June 13, 2017

The CNCA Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. CNCA shall encourage and support student participation in extra/co-curricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities have all of the following characteristics:

1. The program is supervised or financed by CNCA.
2. Students participating in the program represent CNCA.
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, and do not take place during classroom time. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Competitive Athletics (BP 6145.2)

Adopted by the CNCA Governing Board on September 12, 2017

The CNCA Board recognizes that athletic programs constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The CNCA athletic programs shall be free from discrimination and discriminatory practices prohibited by state and federal law. Equipment, supplies, game and practice schedules, budgets, coaching travel allowances, facilities, publicity, support services and tutoring offered to teams are to be equivalent between male and female teams.

The CNCA Chief Executive Officer or designee shall ensure that equivalent athletic opportunities are provided for males and females be proportionate to their respective enrollments.

For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Student Organizations (BP 67145.5)

Adopted by the CNCA Governing Board on June 13, 2017

Student organizations have an important place in the educational program because, when properly organized and operated, they:

- Extend and reinforce the instructional program.
- Give students practice in democratic self-government.
- Build student morale and a spirit of positive support for the school.
- Honor outstanding student achievement.
- Provide wholesome social and recreational activities.

Student clubs may be recognized as authorized school organizations if they are organized at the school, sponsored by school personnel, composed completely of current student body members, hold the majority of their meetings at school and have a democratic plan for the selection of members.

Organizational activities shall not conflict with the authority and responsibilities of school officials.

Clubs shall not be sponsored by any political organization. Membership must be open to all students. All student clubs will have equal access to facilities and a fair opportunity to meet.

All clubs are directly under the control of school authorities. Each club must be approved by the principal and a faculty advisor must attend each meeting or activity.

Off campus clubs or organizations not directly under the control of school authorities may not conduct activities on campus without the advance written approval of the CEO, or designee, nor may the name of the school be used without such permission.

For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Suicide & Self-Harm Prevention Policy

BP 5141.52 adopted by the CNCA Governing Board on June 13, 2017 and revised on March 9, 2021

Protecting the health and well-being of all our students is of utmost importance to CNCA. Suicide is the second leading cause of death among 10-24 year-olds (behind accidents) in the United States (CDC 2016). This alarming statistic leads us to create and implement a policy to help staff feel more confident in intervening with a student they believe to be at risk. Studies have also shown that LGBTQ youth are up to four times more likely to attempt suicide than their non-LGBTQ peers.

Assembly Bill 2246 requires the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

Assembly Bill 1767: Effective July 1, 2020, this bill requires the governing board or body of a local educational agency 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. The bill requires this policy to be age appropriate and delivered and discussed in a manner that is sensitive to the needs of young pupils.

In response to these needs, the CNCA Board has adopted a suicide and self-harm prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide and self-harm in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes and/or during I-connect, community circles, council sessions, etc.
2. Each school will designate a suicide and self-harm prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - TeenLine: Teens helping teens 6 pm to 10 pm; Didi Hirsch Community Mental Health Center (310) 855-4673 or www.teenlineonline.org
 - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK) www.suicidepreventionlifeline.org
 - The Trevor Lifeline – 1.866.488.7386 www.thetrevorproject.org

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or are engaging in self-harm. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis. For a more detailed review of this policy, please ask your Student & Family Services Coordinator for a copy of the full suicide prevention policy. A copy is also available on our website www.caminonuevo.org in the “Board Policies” section.

Response to Immigration Enforcement Policy

BP 5145.13 (a) adopted by the CNCA Governing Board on August 28, 2018

The Camino Nuevo Charter Academy Board of Directors is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

CNCA staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at CNCA schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in CNCA's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The CEO or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with the requirements of the California Office of the Attorney General, the CEO or designee shall develop procedures for addressing any requests by a law enforcement officer for access to CNCA records, school sites, or students for the purpose of immigration enforcement.

For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Board Policy: Parental Involvement Policy

Reference: BP 6020 Board Approved: April 17, 2020

The Camino Nuevo Charter Academy (CNCA) Governing Board recognizes that parents/guardians are CNCA's most important partners in student learning. Students will find greater levels of academic success when their home and school share similar values about learning and forge a genuine partnership. CNCA seeks to move beyond parent involvement and actively engage families as partners. Graduates will experience greater levels of success in college and career when their most important advocates develop a positive relationship and work together in the best interest of the student.

Various opportunities for parent involvement and support are provided at CNCA. Parents are welcomed to volunteer at times that best work for them. Opportunities for their involvement and participation can take place in the morning, during the school day, after school, school events, on a daily, weekly, or monthly basis and in the areas they feel comfortable in. All parents are welcome and encouraged to be part of our school community and if language is a barrier, we provide the necessary supports to make sure everyone is included.

For a copy of the full policy as well as the Administrative Regulation please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Board Policy 5030 Wellness Policy

BP 5030 adopted by the CNCA Governing Board on June 8, 2022

CNCA recognizes that good nutrition and optimal physical fitness correlate with learning readiness, academic achievement, decreased discipline problems and improved emotional wellbeing. CNCA has implemented a Wellness Policy to promote healthy habits for all of the CNCA community. A copy of the Wellness Policy is available on our website www.caminonuevo.org in the “Board Policies” section and is also available at any time in the school’s main office. The full wellness policy contains guidelines for what foods may be provided or sold at any CNCA campus according to the USDA’s guidelines.

Each CNCA school will convene a wellness committee that will meet annually to review the goals and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the wellness policy . Since all CNCA schools are each a Local Education Agency (LEA) each school’s Wellness Committee will serve as both a “school” and a “district” committee. If you wish to participate in the School Wellness Committee, please contact the school main office.

Draft Policy on the Availability of Condoms to CNHS Students

The Camino Nuevo Charter Academy Board is committed to providing comprehensive and accessible information regarding sexuality education for students.

In supporting health and wellness for our students, Camino Nuevo Charter Academy (CNCA) strongly encourages students to abstain from sexual activity. However, CNCA also believes it has a responsibility to take steps to prevent pregnancy among minors, as well as Human Immunodeficiency Virus (HIV) and other sexually transmitted infections among students who do not abstain from sexual activity.

Condoms, when properly used, can reduce the incidence of pregnancy and transmission of HIV/ AIDS and other sexually transmitted diseases. CNCA therefore finds it appropriate for condoms to be made available to students enrolled in high school.

Condoms shall be available to individual high school students at locations designated by the Principal. Related information, including the location of health clinics, shall be provided at the same locations.

Condoms shall be provided in their original packaging, along with the manufacturer's instructions.

Students shall receive health education in accordance with the California Healthy Youth Act as appropriate and necessary regarding the proper use of condoms and their effectiveness.

Students shall receive information explaining that the legal age of consent in California is 18 years old.

High school students will be provided with information to promote their sexual and reproductive health and information regarding avoiding HIV, other sexually transmitted infections, and unintended pregnancy. Additionally, students will be taught that abstinence is the best way to prevent pregnancy because it is the only method that is 100% effective.

Legal References:

EDUCATION CODE

49422 Supervision of health and physical development of pupils

HEALTH AND SAFETY CODE 121255

151002

PENAL CODE

261.5

286

288

299a

PUPIL FEES

Camino Nuevo Charter Academy (CNCA) is committed to ensuring that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them.

No pupil shall be required to pay any fees, deposits or any charges for his or her participation in an educational activity which constitutes an integral fundamental part of CNCA's educational program including curricular and extracurricular activities. (Education Code 49011)

Whenever a pupil or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the pupil for his/her participation in an educational activity, the pupil or his/her parent/guardian may file a complaint using CNCA's Board Policy 1312.3 Uniform Complaint Procedures. (Education Code 49013)

Parents/guardians may be charged for the repair or replacement cost for CNCA books, supplies, or equipment loaned to a pupil that the student failed to return upon demand or that is willfully cut, defaced or otherwise injured, up to an amount not to exceed \$10,000. (Education Code 48904)

When a minor pupil willfully cuts, defaces, or otherwise injures real or personal property of CNCA or does not return CNCA property that has been loaned to him/her, CNCA shall provide written notice to the parent/guardian of the student's alleged misconduct and the damages that may be due. The notice

shall state that CNCA may withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the damages are paid in accordance with this Board Policy.

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Any withholding of pupil grades, diploma, or transcripts due to a parent/guardian's failure to pay damages for the repair or replacement of CNCA property must be conducted in accordance with Education Code section 48904:

If the damages are not paid to CNCA following written notice to the parent/guardian, CNCA shall afford the pupil his or her due process rights prior to withholding the student's grades, diploma or transcripts. The pupil's due process rights must be consistent with CNCA's expulsion procedures.

If the student and parent/guardian are unable to pay for the damages or return the property, CNCA shall provide a program of voluntary work for the student to do. When the voluntary work is completed, the student's grades, diploma, or transcripts shall be released.

ATTACHMENTS

School Calendars

2023-2024 TK-8th School Calendar																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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Non-discrimination Statement

Camino Nuevo Charter Academy (CNCA) prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, military status, immigration status, or

association with a person or a group with one or more of these actual or perceived characteristics.

Camino Nuevo Charter Academy requires that school personnel take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

Questions or complaints of alleged discrimination, harassment, intimidation and bullying, equity or Title IX equity and compliance concerns should be directed to: Margarita Domingo, Vice President of Human Resources, 3435 W Temple St. Los Angeles, CA 90026 Phone: (213) 417-3410

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

CNCA Formal Complaint Form

Date/Fecha: _____ Site/Plantel: _____

From/De Parte de: _____

(parent or legal guardian name/nombre de padre/madre/encargado)

Student name(s)/Nombre del Estudiante/s: _____

Grade/Grado: _____

Telephone/Teléfono: _____

Please check the box that appropriately refers to your complaint:

Por favor marque la naturaleza de su queja:

Special Education Program
Programa de Educación Especial

Early Child Development Program
Programa de Educación Temprana

Volunteer/Parent Program
Programa de Voluntarios/Padres

Instruction/Classroom Issue
Situación en el salón de clase/instrucción

Administration Issue
Asunto Administrativo

After School Program
Programa de Después de la Escuela

Other/Otro asunto: _____

Briefly describe your concern (include date, times, places, type of complaint, and if there were any witnesses) /Describa brevemente su preocupación (incluya fechas, hora, lugar, tipo de queja, y si hubo testigos):

Signature/Firma _____ Date/Fecha _____

FAMILY/STUDENT ACKNOWLEDGEMENT FORM

Dear Parent/Guardian:

Education Code 48980 states that School Boards are required by law to notify parents/guardians of their rights to services and programs offered by their district school/schools. Parents/Guardians must sign a notification form and return it to their student’s schools acknowledging that they have been informed of their rights.

Please read the Family Handbook and return the signed form below to your school. Your signature does not constitute consent to take part in any particular program.

----- Tear-Off Below Line -----

Camino Nuevo Charter Academy

RECEIPT OF ANNUAL NOTIFICATION OF PARENT/GUARDIAN-STUDENT HANDBOOK 2021-2021 STUDENT & FAMILY HANDBOOK

I acknowledge, with my signature below, the receipt of the required annual notification of parent/guardian/student rights on behalf of my student(s).

STUDENT’S NAME(s): Please PRINT the name, birth date and grade of your student.

_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade

Signature of Parent/Guardian: _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____

Coversheet

SY 23-24 Independent Study Policy

Section: IV. Consent Agenda
Item: F. SY 23-24 Independent Study Policy
Purpose: Vote
Submitted by:
Related Material:
23-24SY Independent Study Policy One-Pager.pdf
2023-2024 CNCA Independent Study Policy (Awaiting Board Approval).pdf



Changes to the Independent Study Policy for the 2023 – 2024 School Year

- There were no major policy changes as of April 26, 2023
- Below are the minor citation additions:
 - Added Assembly Bill 185 (2022) Citation to the introduction
 - Added Education Code § 51749.5(b) Citation to policy #6
 - Added Education Code § 51749.5(a)(8)(C) Citation to policy #6.1.d
 - Added Education Code § 51749.5(a)(4)(C) Citation to policy #6.2
 - Added Education Code § 51749.5(a)(9) Citation to policy number #6.3



Board Policy: Independent Study Policy

Reference:

Approved:

Camino Nuevo Charter Academy (CNCA) may offer independent study to meet the educational needs of students enrolled at a CNCA School. CNCA's independent study program shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. CNCA shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees. Students who voluntarily choose to enroll in CNCA's independent study program have the alternative option of attending a classroom-based instructional program in a school of their district of residence or potentially at CNCA subject to capacity. CNCA's approval or denial of a request for independent study shall be based on the best educational interests of student as determined by student performance data and in consultation with the students' teachers whenever possible.

These independent study policies have been established by CNCA in alignment with Education Code § 51744 et seq., updated to meet the requirements of Assembly Bill 181 (2022) and Assembly Bill 185 (2022), and adopted pursuant to Education Code § 51747 and 5 C.C.R. § 11701. The following written policies have been adopted by the Board for implementation at CNCA schools and are effective as of the start of the 2023-24 school year:

1. The Principal or designee is responsible for managing the independent study program, which includes reviewing and granting requests for independent study for CNCA students. The Principal or designee will determine if a student qualifies for independent study based on criteria including the below:
 - a. Experienced certificated staff who hold the appropriate subject matter credential and are CNCA employees are available to effectively supervise students in independent study (Education Code § 51749.5(a)(3));
 - b. Ensuring the enrollment does not result in noncompliance with independent study ADA requirements (e.g., ADA-to-Certificated Teacher Ratio per Education Code § 51745.6; ensuring 80% of ADA generated by the CNCA is from classroom-based instruction per Education Code § 47612.5; etc.).
 - c. An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if his/her Individualized Education Program ("IEP") specifically provides for such participation. If a parent or guardian of a student with exceptional needs requests independent study pursuant to Education Code § 51745(a)(5), the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student's inability to work independently, the student's need for adult support, or the student's need for special education or related services shall not preclude the IEP team from determining that the student can receive a free appropriate education in an independent study placement. (Education Code § 51745(c))
 - d. No student that is referred or assigned to a CNCA pursuant to Education Code § 48915 or Education Code § 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study.

- e. In accordance with Education Code § 51747.3(c), students enrolling in the independent study program must be residents of Los Angeles County or an adjacent county.

The Principal or designee is responsible for establishing the number of available seats for short-term and full-time independent study and must consider the independent study ADA requirements (see Section 1(b)) in making these determinations. The Executive Director or designee may consider factors under Section 1(a)-(e) and other factors in determining the total number of full-time independent study seats and enrollment eligibility.

2. For students in all grade levels offered by CNCA, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days. (Education Code § 51747(a).)
3. When any student fails to complete three (3) assignments during any period of twenty (20) school days, or fails to make satisfactory educational progress (defined below in Section 4), the school will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (Education Code § 51747(b).) CNCA schools may disenroll students who accrue ten (10) unexcused absences due to failure to turn in assignments.
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP. The Principal or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)
5. The school will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. The CNCA Board of Directors annually certifies that CNCA's independent study policies are the same rigor, educational quality, and intellectual challenge as CNCA's in-person instruction and are aligned to all relevant local and state content standards. For high school students, this includes access to all courses offered by a Camino Nuevo High School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code § 51747(c).) CNCA will provide support to students in need, such as students not performing at grade level, English learners, individuals with exceptional needs with an individualized educational program pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students experiencing homelessness or in foster care, and students requiring mental health support. To provide support for English Learners, CNCA will provide support through targeted instruction and intervention via a digital curriculum focused on language development, teacher use of specially designed academic instruction in English (SDAIE), and consultation (as necessary) with District specialists regarding language development. (Education Code § 51747(g)(7))

6. The following provisions in Section 6 of this policy shall not apply to students who participate in independent study at CNCA for fewer than fifteen (15) schooldays per school year and students enrolled in CNCA who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. CNCA shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study. (Education Code § 51747(i); Education Code § 51749.5(b).)

6.1 For students who do not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of CNCA's approved instructional calendar, students found not participatory in synchronous instructional offerings pursuant to Education Code § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or students who are in violation of their independent study written agreement, CNCA shall:

- a. Verify current contact information for each enrolled student;
- b. Notify parents or guardians of lack of participation within one school day of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for reengagement; and
- d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (Education Code § 51747(d); Education Code § 51749.5(a)(8)(C).)

6.2 Based on each student's grade level, their assigned teacher(s) of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (Education Code § 51747(e); Education Code § 51749.5(a)(4)(C).)

"Live interaction" means interaction between the student and CNCA school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher(s) of record, and involving live two-way communication. (Education Code § 51745.5.)

- a. For students in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction.
- b. For students in grades 4-12, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.

CNCA will document each student's participation in live interaction and synchronous instruction on each schoolday, as applicable, in whole or in part, for which independent study

is provided. A student who does not participate in independent study on a schoolday will be documented as nonparticipatory for that schoolday. (Education Code § 51747.5(c).)

- 6.3 A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to Principal or designee or their assigned teacher of record. If there is capacity in the school's in-person program at the student's grade level, the school will transition the student within five schooldays. If there is not capacity in the school's in-person program at the student's grade level, the school will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student's educational records within five schooldays, and offer the student an opportunity to join the school's waitlist. (Education Code § 51747(f); Education Code § 51749.5(a)(9).)
7. A current written agreement shall be maintained on file for each student participating in independent study at CNCA. The independent study agreement for a student must require and cover a study plan that represents the same amount of study that would be required of a student in the classroom. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Pursuant to Education Code § 51747(g), each agreement shall include, but is not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting his or her academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code § 48915 or 48917, the agreement also will include

the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)

- i. CNCA schools will comply with the written independent study agreement signature requirements set forth in Education Code § 51747(g)(9), including:
 - i. For a student participating in an independent study program that is scheduled for more than 14 school days, each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. Beginning in the 2022-23 school year, for a student participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the student's enrollment in independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility of the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
 - ii. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the department, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 - iii. Before signing a written agreement, the parent or guardian of a student may request that the school conduct a phone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code § 51747(h)(2).)

8. Family Rights and Responsibilities: The independent study program entails a commitment by the parent/guardian and the student. Families participating in independent study agree to:

- a. Support the student, including by monitoring the student's progress in the independent study program and helping the student track important deadlines (e.g., assignment deadlines).
- b. Complete the independent study agreement.
- c. Participate in any interventions recommended by the school to promote academic success.
- d. Complete the CNCA Assignment Sheet and Attendance Record daily to document their student's daily engagement in independent study educational activities.

9. Supervising Teacher Responsibilities:

- a. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated CNCA employee. (Education Code § 51747.5.)
- b. Principal or designee shall oversee the teacher(s) who directly supervise independent study on a regular basis and ensure that the teacher(s):
 - i. Complete designated portions of the independent study agreement and add additional information to the agreement when appropriate.
 - ii. Supervise and approve coursework.
 - iii. Design/identify curriculum objectives.
 - iv. Communicate with students as required by the independent study agreement.
 - v. Assess all work that students are required to submit to the teacher.
 - vi. Personally judge the time value of assigned work or work products completed and submitted by the student.
 - vii. Select and save with each independent study agreement, representative samples of the student's completed and evaluated assignments.
 - viii. Maintain any required records and files on a current basis.
 - ix. When appropriate, determine and assign grades or other approved measures of achievement.

10. CNCA Administrative Responsibilities:

- a. CNCA will not provide independent study students and parents/guardians with funds or items of value that are not provided for other students who attend regular classes or to their parents/guardians. (Education Code § 51747.3(a).)
- b. CNCA may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher employed by CNCA, or the combined time value of student work product and student participation in synchronous instruction pursuant to Education Code section 51747.5(b)(2). (Education Code § 51747.5(b).)
- c. CNCA will maintain records of the independent study program as required by law. School records maintained by CNCA shall identify all students participating in its independent study program and shall specify the grade level in which each of these students is enrolled.
- d. CNCA will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student's participation in live interaction and synchronous instruction as described above in Section 6.2. (Education Code § 51747.5(c)-(d).)

- e. Records of the independent study program shall be maintained for audit purposes and shall include the following:
 - i. A copy of the Board policy and procedures related to independent study.
 - ii. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their independent study agreements.
 - iii. A file of all independent study agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals. (5 C.C.R. § 11703.)
11. CNCA shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
12. No student who qualifies for special education services under the Individuals with Disabilities in Education Act ("IDEA") shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan ("IEP").
13. The Principal will comply with all applicable law regarding independent study, including ADA-to-certificated employee ratio requirements and course-based independent study requirements (if applicable). (Education Code § 51744 et seq.; 5 C.C.R. 11700 et seq.)

Coversheet

Title I School-Level Parental Involvement Policy

Section: IV. Consent Agenda
Item: G. Title I School-Level Parental Involvement Policy
Purpose: Vote
Submitted by:
Related Material: Title I School_Parent Involvement Policy_CASEIS_23_24.pdf
Title I School_Parent Involvement Policy_KayneSiart_23_24.pdf
Title I_Parent Involvement Policy_DALZELL LANCE_2023_2024.pdf
Title I_Parent Involvement Policy_BURLINGTON_2023_24.pdf
Title I_Parent Involvement Policy_CISNEROS 2023-2024.pdf



Title I School-Level Parental Involvement Policy

Camino Nuevo Charter Academy #3 (Castellanos/Eisner)

Camino Nuevo Charter Academy #3 has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed through consultation with the Site-Based Council and in our Annual Title 1 Parent Meeting. The policy was distributed to parents of Title I students via our online platform (Parent Square) and printed copies are also available upon their request in our main office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Camino Nuevo Charter Academy #3 the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The school holds various family orientation meetings where the Family Services Coordinator reviews programmatic and involvement opportunities for the year. In that meeting, families also receive anticipated events for the first month of school on volunteer opportunities along with guidelines on how to become a parent chaperone for school field trips that may happen within the school year.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Parent meetings are scheduled mornings and afternoons to accommodate schedules and maximize attendance. In addition, meetings are also held both in-person and via Google Meets. For parents that are not able to attend the in-person meetings a recap summary is sent to all families via Parent Square. Every other month CAS & EIS alternates in hosting their monthly Coffee with Leaders in-person and virtually so that we stay connected to our families.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**

During our Site Based Council meetings, the Principal requests feedback from parents and teachers about which programs and services they value most; and which area would they like to see emphasized in the school's funding plan. Title I parents who are members of the ELAC (English Language Advisory Committee)



are also part of the monitoring and revising process of the LCAP through recommendations at the end of the school year in support of EL students and curriculum. Parents are able to sign-up for volunteer opportunities (when needed) via Parent Square.

- The school provides parents of Title I students with timely information about Title I programs.

In efforts to keep the lines of communication with our school our families receive school updates and information via: bi-weekly newsletter post via Parent Square and reminder text messages. The bi-weekly posts and text messages specifically notify them of any immediate or sudden changes, school-wide events, workshops, and upcoming parent meetings. As well, parents receive information through the Site-Based Council and the monthly Coffee with the Leadership. Our families are also invited to attend a weekly online office hour with the Family Services Coordinator to review the bi-weekly post, ask any questions they may have, request community resources, or share their concerns.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

This information is shared during Back to School Night held during the first month of every new school year. Parents are invited to meet directly with teachers to learn about assessments, curriculum, and expectations. Throughout the school year, Title I parents are invited to attend academic workshops (Math, Reading, etc.) to build their capacity to support their child's learning at home.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Title I parents have such an opportunity through our Site-Based Council. The Council meets each month and provides parents the opportunity to participate in decision-making, raise concerns they may have, or request a private meeting with the school leader.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*



School-Parent Compact

Camino Nuevo Charter Academy #3 distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact was developed with input from teachers and parents about the best possible ways to support families and increase student achievement. Once a year, this compact is distributed and explained to families during enrollment time or during orientations.

Building Capacity for Involvement

Camino Nuevo Charter Academy #3 engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Camino Nuevo Charter Academy #3 has developed several parent workshops that explain state assessments and how to interpret testing results. Workshops are repeated on a yearly basis to assure understanding and answer questions.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Camino Nuevo Charter Academy #3 provides parents with workshops that support parents in helping their children achieve academic success. During the school year we provide workshops on various topics specific to in class learning – ELA



and Math. In addition we offer workshops on SBAC testing, ELPAC scores, Mental Health, and other topics. Our middle school families are specifically asked to attend the Powerschool Workshop for parents so they may have direct access to seeing student academic progress by teacher. Once a year, Title I parents are invited to participate in a book club with the goal of modeling literacy in the home. Parents engage in weekly or bi-weekly meetings to discuss the book using prompts and build community. Families are celebrated at the conclusion of the book club and are able to keep their FREE book for their participation in the book club.

· With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Families as Partners is an integral part of the CNCA mission. All new staff receive training as part of their new employee induction training when they begin employment at Camino Nuevo. Teachers also have direct access to parents via Parent Square in order to increase teacher-parent communication. All teachers are set-up with their own account and receive training on an on-going basis. Teachers and staff also receive a parent presentation to review data of the parent program. We share goals for the year and status of where we currently are for the semester. Staff also has access to a full-time Family Coordinator who is able to support them in maintaining and/ or building connections with their families long-term.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Camino Nuevo Charter Academy #3 has one full-time Family Services Coordinator who works closely with families to identify needs and link them with resources. Our Family Services Coordinator coordinates opportunities for parents to get involved in the school community through workshop participation, events, and online activities to build the capacity of our families, empowering them and encouraging them to become advocates for their child's education.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Camino Nuevo Charter Academy #3 holds all meetings bilingually. All communication with families is bilingual and written in a culturally sensitive manner. The school distributes a bi-weekly media post via Parent Square, in both English and Spanish. The parent center is open to all families who need assistance. Teachers are also available to



assist families with the translation of homework assignments, etc.

- The school provides support for parental involvement activities requested by Title I parents.

Camino Nuevo Charter Academy #3 has one full-time Family Services Coordinator who reviews the results from the annual parent survey, SBC meetings and Title I annual meetings to adjust the program accordingly. The parent feedback is also shared with families during office time. The Family Services Coordinator works closely with Title I parents to create successful activities where parents are asked to be involved and support one another.

Accessibility

Camino Nuevo Charter Academy #3 provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All documents are available in English and Spanish. Most staff are bilingual, but if needed there are translators available such as front office staff, campus aides, and other bilingual personnel. In IEP meetings a translator is provided to the family (*if needed*). During parent conferences, a translator is provided for teachers who are non-Spanish speakers (*specifically at the middle school campus and elective teachers*). Our Family Services Coordinator is also available to assist with the reading and understanding of documents, as needed.



Title I School-Level Parental Involvement Policy Camino Nuevo Charter Academy, Kayne Siart Campus

Camino Nuevo Charter Academy, Kayne Siart Campus has developed a written Title I parental involvement policy with input from Title I parents. In partnership with the School Site Councils, Camino Nuevo Charter Academy developed the policy. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. It has distributed the policy to parents of Title I students. The policy is distributed at the beginning of the school year to each family and is available online via the CNCA website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Camino Nuevo Charter Academy, Kayne Siart Campus, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. In the beginning of the school year, the school holds parent orientation meetings where the principal reviews involvement opportunities for parents and shares essential elements of the teaching frameworks used in the classrooms. We review our mission & goals and present data results to develop an action plan for the year. Information is also provided during our monthly Parent Coffee meetings, which take place twice every month.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parent meetings are offered in the morning, during the school day, and in the afternoons to accommodate schedules and maximize attendance. Beginning of the year meetings also take place by grade level to provide information geared to specific grade level needs.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
During the School Site Council meetings, the Principal requests feedback from parents and teachers about which programs and services they value most and which have positively impacted student achievement to ensure it is prioritized in the school's funding plan.
- The school provides parents of Title I students with timely information about Title I programs. The school provides timely information via weekly Thursday bulletins , ParentSquare, robocalls, media posts, monthly Parent Coffee meetings, quarterly grade level meetings, and other school site committees meetings scheduled throughout the year.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.



- Several Parent workshops are offered throughout the year to explain curriculum, instruction, and best practices utilized in classrooms that support students in learning high rigorous common core grade level standards. Throughout the various workshops offered, the school shares data, instructional programs/frameworks, assessments used to collect data, and provide opportunities for parents to walk through classrooms to see Title I programs being used first hand.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
The School Site Council and the ELAC committee meet once a month and provides parents, students, and staff the opportunity to participate in the decision-making process, share concerns and suggestions they may have, and request individual meetings with school leaders. ELAC can also request to observe the classroom during ELD instruction.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

School-Parent Compact

Camino Nuevo Academy, Kayne Siart Campus distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact was developed with input from teachers and parents. The process included, analysis of data (ELA, Math, ELD, Parent and Student Surveys), discussions on frameworks and systems already showing positive and impactful results, and conversations of what needed to be



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in place to support areas of growth. Every year, this compact is shared with families through our beginning of the year orientation sessions.

Building Capacity for Involvement

Camino Nuevo Charter Academy, Kayne Siart campus engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
Throughout the year, parents participate in at least three parent-conferences in which specific information to student successes and challenges are shared. In addition, Parent Coffee monthly meetings and parent workshops provided also offer information about state assessments, testing results, and curriculum/frameworks that focus on meeting grade level expectations.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
Parent workshop include hands-on learning lessons and activities that provide parents with an understanding of the school's teaching frameworks. Grade level and individual class workshops are also offered to share with parent specific concepts being covered at every quarter. In addition, the school also holds school-wide family events in which parents participate in grade level planned activities with their children.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
Camino Nuevo Charter Academy believes that parents play a crucial role in the social, emotional, and academic success of students. Teachers work closely with families, meet with them on a regular basis, and involve them in the end of unit celebrations of their children's learning.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Camino Nuevo Charter Academy, Kayne Siart Campus has a full-time Family Coordinator whose main priority is to ensure parents feel heard, supported, and informed. The Family Coordinator holds daily meetings with individual parents, provides weekly parent workshops, invites other public organizations to provide services to our families, and serves as the bridge for teacher and parent communication when needed. She is fully bilingual and participates in monthly meetings with other Student and Family Services Coordinators from the CNCA organization to collaborate on providing resources needed to best support the school community.



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- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Consistent bilingual communication with families is provided on a daily, weekly, and monthly basis. Flyers, weekly newsletters, posters, robocalls, and a parent board in the front office is closely monitored to ensure parents have the information they need. Also, translators are readily available for parent meeting requests, regular parent/teacher meetings, workshops, and/or parent conferences.
- The school provides support for parental involvement activities requested by Title I parents. The school's Family Coordinator gathers feedback and information from parents via surveys, committees, and individual meetings with parents. She works closely with parents and helps create clear systems that help parents have clarity on their participation and involvement on community events, school fieldtrips, and other school related activities. The school's Family Coordinator support and carefully monitors school events to ensure our parents feel included and valued.

Accessibility

Camino Nuevo Charter Academy, Kayne Siart provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Various opportunities for parent involvement and support are provided at Camino Nuevo Kayne Siart. Parents are welcomed to volunteer at times that best work for them. Opportunities for their involvement and participation can take place in the morning, during the school day, after school, school events, on a daily, weekly, or monthly basis and in the areas, they feel comfortable in. All parents are welcome and encouraged to be part of our school community and if language is a barrier, we provide the necessary supports to make sure everyone is included. The School provides links to recorded meetings and prerecorded workshops for parents who need flexible access to information and resources.



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Title I School-Level Parental Involvement Policy Camino Nuevo High School No. 2, Dalzell Lance Campus

Camino Nuevo High School No. 2 has developed a written Title I parental involvement policy with input from Title I parents. In partnership with the School Based Council, Camino Nuevo High School No. 2 developed the policy. Each year, CNCA uses parent survey data to inform any revisions to the policy that may be necessary. It has distributed the policy to parents of Title I students. The policy is distributed at the beginning of the school year to each family and is available online via the CNCA website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Camino Nuevo High School No. 2, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
At the beginning of each school year, the school holds a parent orientation meeting where the Principal and Family Coordinator reviews programmatic and involvement opportunities for the year.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
Parent meetings such as, Coffee with Leadership and Grade Level Parent meetings with the College Center, are scheduled mornings and afternoons to accommodate schedules and maximize attendance. Virtual meetings will continue to be offered once in-person instruction continues. Virtual meetings have become more accessible for parents/guardians to attend.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
During the April and May School Based Council meetings, the Principal requests feedback from parents and teachers about which programs and services they value most; and which area would they like to see emphasized in the school's funding plan.
- The school provides parents of Title I students with timely information about Title I programs.
Parents receive timely information via Parent Square and robo-calls, weekly bulletins, monthly parent meetings, and other special meetings that may be scheduled.

The parents of Title 1 students will have access to trainings and workshops on how to use ParentSquare and PowerSchool to help them monitor their child's academic progress and communicate with teachers and school staff.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students



are expected to meet.

Parent workshops are offered at least twice a year to explain the curriculum, annual required and internal assessments, ways to interpret results, and tools for parents to support the academic progress of their children.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

The Site Based Council meets each month and provides parents the opportunity to participate in decision-making, raise concerns they may have, or request a private meeting with the school leader.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

School-Parent Compact

Camino Nuevo High School No. 2 distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact was developed with input from teachers and parents about the best possible ways to support families and increase student achievement. Every year, this compact is distributed and explained to families during enrollment time. It is also reviewed with families during the beginning of year orientations.

Building Capacity for Involvement



Camino Nuevo High School No. 2 engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

Camino Nuevo High School No. 2 has developed several parent workshops that explain academic language, state assessments, and how to interpret testing results as well as clearly clarifying A-G graduation requirements. These workshops are repeated throughout the year to assure understanding and answer questions.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Parent workshops include hands-on and other interactive activities to provide parents with the opportunity to practice the new acquired skills. The school will use parent engagement curriculums to continue building capacity and support with title 1 parents feeling confident in playing in active role in their child’s academic and social emotional life. Additional video/recordings of workshops and trainings will be provided on a more ongoing basis.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

During team meetings with staff members, as well as professional learning days for teachers at the throughout the school year, sessions are scheduled to educate them about the importance of partnering with families. Tools for communication from school to home, such as ParentSquare, will be utilized to build an accessible outlet of communication among teachers, school staff, and families. CNCA has developed the “Triangle for Academic Success” where parents play a vital role in working with teachers to support academic achievement. Teachers/school staff will send weekly communication home to provide updates and consistent school to home communication.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Our campus has a Family Coordinator who oversees our program for family and parent engagement and works closely with families to identify needs and link them with resources. Partnerships with community organizations are also established to further provide access and awareness of local organizations that may support our Title 1 parents. The Family Coordinator also coordinates opportunities for parents to get involved in the school community as well as events and workshops to build the capacity of our families, empowering them and encouraging them to become advocates for their child’s education.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

All communication with families is bilingual and written in a culturally sensitive manner. Flyers, newsletters, posters and robo-calls are easy to read/listen and understand. Translators



are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

- The school provides support for parental involvement activities requested by Title I parents. **Our school gathers feedback and information from School Based Council parent leaders to plan school activities. We work closely with parents to create successful events where parents are asked to be involved and support one another. Events are carefully monitored by our staff member who oversees the parent program and adjustments are made accordingly.**

Accessibility

Camino Nuevo High School No. 2 provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Parents are asked to get involved in the school community and in the academic life of their children at different levels. We understand that each family has different needs and that their level of involvement is going to vary. For this reason, our school offers a wide range of volunteer opportunities where families can choose the most convenient way to participate and get involved in the school community. Another way to reach out to families who find it challenging to come to school is through home visits. Home visits are encouraged as a tool to establish a connection with families and offer support when coming to school becomes difficult.



Title I School-Level Parental Involvement Policy Camino Nuevo Charter Academy, Burlington Campus

Camino Nuevo Charter Academy, Burlington Campus has developed a written Title I Parental Involvement Policy with input from Title I parents. In collaboration with School Site Councils, Camino Nuevo Charter Academy developed the policy; Each year, CNCA uses the data from the parent survey to inform any

Revisions to the policy that may be necessary. Has distributed the policy to parents of Title I students. The policy is distributed at the beginning of the school year to each family and is available online through the CNCA website. The policy describes the means to carry out the following Title I parental involvement requirements [20 USC 6318 Section 1118 (a) - (f) inclusive].

Parent Involvement in the Title I Program

To involve parents in the Title I program at Camino Nuevo Charter Academy, Burlington Campus, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and the right of parents to participate in the Title I program.
- At the beginning of each school year, the school holds a parent orientation. where he major programmatic revisions and opportunities for participation for the year.
- The school offers a flexible number of meetings for Title I parents, such as morning or afternoon meetings. Parent meetings are scheduled in the mornings and evenings to accommodate schedules and maximize attendance.
- The school engages parents of Title I students in an organized, ongoing, and timely manner, in the planning, review*, and improvement of the school's Title I programs and Title I parent involvement policy. **

During our Site Based Council meetings, the Principal solicits input from parents and teachers on which programs and services they value most; and what area would you like to see emphasized in the school's financing plan.

The school provides parents of Title I students with timely information about Title I programs. Parents receive timely information through the Parent Square newsletter, monthly parent meetings, and other special meetings that may be scheduled.



The school provides parents of Title I students with an explanation of the curriculum used in the school, assessments used to measure student progress, and student proficiency levels they are expected to meet.

- Each trimester during Coffee with the Principal parents are informed about the curriculum, required and internal annual assessments, ways to interpret the results, and tools for parents support their children's academic progress.
- Upon request by parents of Title I students, the school offers opportunities for meetings that allow parents to participate in decisions regarding the education of their children.
- The School Site Council meets monthly and provides parents with the opportunity to participate in decision-making, raise any concerns they may have, or request a private meeting with the school leader.

*It may be helpful to include the review of the parental involvement policy in the annual review of the Single Plan for Student Achievement. **The policy should be updated periodically to meet the changing needs of parents and the school. If the school has an established process for involving parents in the planning and design of the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

School-Parent Compact

Camino Nuevo Charter Academy, Burlington Campus distributes to parents of Title I students a School Parent Compact. The compact, which has been developed jointly with parents, outlines how parents, the all school staff and students will share the responsibility for improving student academics. achievement. Describes specific ways the school and families have partnered to help children achieve the state's high academic standards. Addresses the following legally required items, as well as other items suggested by parents of Title I students

- The school's responsibility to provide high-quality curriculum and instruction
- The ways in which parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, in a minimum annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; Y opportunities to observe classroom activities

The School-Parent Compact was developed with input from teachers and parents on the best possible ways to support families and increase student achievement. Each year, this compact is distributed and explained to families at registration time. It is also reviewed with families during beginning of the year orientations.



Capacity building for participation

Camino Nuevo Charter Academy, Burlington Campus engages Title I parents in meaningful interactions with the school. Supports a partnership between staff, parents, and the community to improve students.

Academic achievements. To help achieve these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding academic status, content standards, assessments, and how to monitor and improve their children's achievement.
- In addition to student-led parent conferences, CNCA has developed several workshops for parents that explain academic language, state assessments, and how to interpret test results, as well as clearly clarifying what the transition to Common Core looks like.
- These workshops are repeated throughout the year to ensure understanding and answer questions. Board Action June 22, 2021.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's performance.
- Parent workshops include hands-on activities and other interactive activities to provide parents the opportunity to practice the newly acquired skills.
- In some series of workshops for parent's homework is given to families so they can practice at home and share their experiences at the next session.

With the help of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. During team meetings with staff members as well as professional learning days for teachers at the beginning of the school year, sessions are scheduled to educate them on the importance of partnering with families.

The school coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents to participate more fully in their children's education.

Our campus has a full-time Family Coordinator who works closely with families to identify needs and link them to resources. Our Family Coordinator also coordinates opportunities for parents to get involved in the school community, as well as events and workshops to build empowering and nurturing our families to become advocates for their children's education.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that parents understand. All communication with families is bilingual and written in a culturally sensitive manner. Flyers, Parent Square publications, posters, and robocalls are easy to read/hear and understand.



Translators are available during parent meetings, including conferences and workshops, to ensure understanding and maximize communication.

The school provides support for parental involvement activities requested by Title I parents.

- Our Family Coordinator gathers feedback and information from School Site Council parent leaders to plan school activities. The Family Coordinator works closely with parents to create successful events where parents are asked to be involved and support each other. Events are carefully monitored by our Family Coordinator and adjustments are made accordingly.
- Accessibility Camino Nuevo Charter Academy, Burlington Campus provides opportunities for the participation of all Title I Parents, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. Information and school reports are provided in a format and language that parents understand.
- Parents are encouraged to become involved in the school community and in the academic life of their parents. children at different levels. We understand that each family has different needs and that your level of involvement will vary. For this reason, our school offers a wide range of volunteer opportunities where families can choose the most convenient way to participate and become involved in the school community.
- Another way to reach families who find it difficult to come to school is through home visits. Home visits are encouraged as a tool to connect with families and offer support when it comes to school becomes difficult.



Camino
Nuevo
Charter
Academy

Title I School-Level Parental Involvement Policy Camino Nuevo Charter Academy- Sandra Cisneros Campus

Camino Nuevo Charter Academy- Sandra Cisneros Campus has developed a written Title I parental involvement policy with input from Title I parents through engagement with the School Based Council and the use of data gathered from the annual CNCA Family Survey. It has distributed the policy to parents of Title I students. *The policy is distributed to parents at the beginning of the academic year via parent square and it is available online via the Camino Nuevo website.* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Camino Nuevo Charter Academy- Sandra Cisneros Campus*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
At the beginning of each school year, the school holds parent orientation meetings where the Principal and Leadership Team reviews programmatic and involvement opportunities for the year and continues to provide updates as needed to parents on a monthly basis.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
Parent meetings are scheduled mornings and afternoons to accommodate schedules and maximize attendance when in person and have extended parent meetings to online evening meetings to encourage parent participation.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy. **
During the April and May School Based Council meetings, the Principal requests feedback from parents and teachers about which programs and services they value most; and which area would they like to see emphasized in the school's funding plan.
- The school provides parents of Title I students with timely information about Title I programs.
Parents receive timely information via a weekly updates via Parent Square-School Communication App, monthly calendar, newsletters, monthly parent meetings, and other special meetings that may be scheduled.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
Parent workshops are offered throughout the year to explain the curriculum, annual required and internal assessments, ways to interpret results, and tools and strategies for parents to support the academic progress of their children.



- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

The School Based Council and Coffee with the Leadership Team meetings are held monthly and provide parents the opportunity to participate in decision making, raise concerns they may have. Parents may request a private meeting with the school leader by contacting the school or visiting the school's main office, via parent square and/or set up a virtual meeting.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

School-Parent Compact

Camino Nuevo Charter Academy- Sandra Cisneros Campus distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I parents. Attach a copy of the compact to this policy.]

The School-Parent Compact was developed with input from teachers and parents about the best possible ways to support families and increase student achievement. Every year, this compact is distributed and explained to families during enrollment time. It is also reviewed with families during the beginning of year orientations and is posted in Parent Square Platform and website for easy access.



Building Capacity for Involvement

Camino Nuevo Charter Academy- Sandra Cisneros Campus engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

Including family/parent conferences, Camino Nuevo Charter Academy- Sandra Cisneros Campus has developed several parent workshops that explain academic language, state assessments, and how to interpret testing results as well as clearly clarifying what the transition to Common Core State Standards looks like. These workshops are repeated throughout the year to assure understanding and answer questions. Workshops will be offered in person and virtually.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
Parent workshops include hands-on and other interactive activities to provide parents with the opportunity to practice newly acquired skills. At some workshop series homework is given to families so they can practice at home and share their experiences on the next session. Parent workshops and family engagement events and activities are aligned to school’s curriculum.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
During team meetings with staff members, as well as professional development days for teachers at the beginning of the school year, sessions are scheduled to educate staff about the importance and value of partnering with families. Camino Nuevo Charter Academy- Sandra Cisneros Campus has developed the “Triangle for Academic Success” where parents play a vital role in working with teachers to support academic achievement.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
The school has a full-time Family Services Coordinator who works closely with families to identify needs and link them with resources. Our Family Services Coordinator also coordinates opportunities for families to get involved in the school community as well as events and workshops to build the capacity of our families, empowering them and encouraging them to become advocates for their child’s education and access community resources.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.



All communication with families is in both English and Spanish, the primary languages spoken by families within the school community. Communication is written in a culturally sensitive manner. Flyers, newsletters, posters and calls are easy to read/listen to and understand. School-Parent – Teacher communication is done through paper, posted on website and social media outlets as well school communication Parent Square App. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

- **The school provides support for parental involvement activities requested by Title I parents. The school’s Family Services Coordinator gathers feedback and information from School Based Council parent leaders to plan school activities. She works closely with parents to create successful events where families are asked to be involved and support one another that include how to keep our students safe before, during and afterschool including but not limited to drop off and pick up through valet/carpool system. Events are carefully monitored by our Family Services Coordinator and School Principals and adjustments are made accordingly.**
- **The school also solicits feedback from parents through annual family surveys in choice of language.**

Accessibility

Camino Nuevo Charter Academy- Sandra Cisneros Campus provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Families are invited to engage in the school community and in the academic life of their children at different levels. We understand that each family has different needs and that their level of involvement is going to vary. For this reason, our school offers a wide range of volunteer opportunities where families can choose the most convenient way to participate and get involved in the school community, before, during and after school opportunities are available. Another way to reach out to families who find it challenging to come to school is through home visits. Home visits are encouraged as a tool to establish a connection with families and offer support when coming to school becomes difficult.

Coversheet

Meal Provider RFP

Section: V. Contracts and Leases
Item: A. Meal Provider RFP
Purpose: Vote
Submitted by:
Related Material: RF Letter to Camino Nuevo for Increased Rate 23-24 Renewal.pdf
RF-CNCA FSMC 23-24 Renewal.pdf

May 1, 2023

Mr. Roldolfo Andalon
Operations Coordinator
Camino Nuevo Charter Academy

Greetings Mr. Andalon,

Regarding your request for documentation supporting the 2023-24 price increase above the standard consumer Price Index, please reference the details below and save for your records.

The customary CPI used in the School Nutrition industry is the Food Away from Home category. From December 2021 to December 2022, the Food Away from Home CPI for West Region was 9%¹, while the general Food category rose 10.2%.

Earlier this year the USDA released a CPI-driven increase in the Summer Food Service Program reimbursement rate for 2023 of 8.5%. As expected, the NSLP and SBP funding increases should be announced around June of this year. The current USDA-funded reimbursement rate is \$4.43, and should that witness a similar 8.5% increase, the new revised rate will be about \$4.80, an increase of \$.37.

While the Los Angeles Food Away from Home CPI is currently below 7%, some key factors supporting our ask are displayed in table below, showing many of the most frequently used items in the NSLP and SBP meal patterns and their respective increases. We feel the numbers reported are somewhat conservative in their stated values as we have witnessed many increases much higher than shown below.

Dec '21 to Dec '22 NSLP & SBP Meal Pattern Related Component Increases

Item & Group	12 Month Increase ^{2 3}
Cereals and bakery products	14.8%
Beef	5% - 6%
Poultry	14% - 15%
Eggs	30% - 31%
Dairy and related products	15.2%
Fresh Fruits & Vegetables	7% - 8%
Processed fruits and vegetables	11.5% - 12.5%
Meal Supplies (trays, sporks, condiments, etc)	22%
Diesel Fuel	29% ⁴

¹ [https://www.bls.gov/regions/west/news-release/consumerpriceindex_sanfrancisco.htm#:~:text=Prices%20in%20the%20San%20Francisco,\(See%20table%20A.\)](https://www.bls.gov/regions/west/news-release/consumerpriceindex_sanfrancisco.htm#:~:text=Prices%20in%20the%20San%20Francisco,(See%20table%20A.))

² <https://www.ers.usda.gov/webdocs/DataFiles/50673/CPIforecast.xlsx?v=3608.3>

³ https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm

⁴ https://www.eia.gov/dnav/pet/pet_pri_gnd_dcus_nus_m.htm



I am available to speak in further detail regarding any matter in this request, and I thank you for your time and consideration. I look forward to speaking soon.

All our best!

A handwritten signature in black ink that reads "Steven Holguin". The signature is fluid and cursive, with the first name "Steven" and last name "Holguin" clearly legible.

Steven Holguin
Vice President of Business Development
sholguin@revolutionfoods.com
(310) 678-5958

CONTRACT EXTENSION CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 4 Pages

Renewal (Extension Number)	Agreement Number (Base Year)
1	CNCA2223FSMC

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:


SCHOOL FOOD AUTHORITY'S NAME**CAMINO NUEVO CHARTER ACADEMY****FOOD SERVICE MANAGEMENT COMPANY'S NAME****REVOLUTION FOODS, PBC (EIN: 14-1955846)**

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**
 Extension year: Effective date: **7/1/2023** Expiration date: **6/30/2024**
3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: **\$2,018,225.00** (maximum dollar amount)
4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:
- The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section II Term of the Agreement. There are 3 remaining one-year renewal options available.**
 - Per **Section II. General Terms and Conditions, D. Contract Cost**, while the per meal rates below do exceed the January 2023 Consumer Price Index for Food Away from Home, both parties mutually agree to the revised rates in recognition of continued inflationary market conditions affecting the school meal industry. In addition to that recognition of current market conditions and in the spirit and intent of recent USDA and CDE increases in per meal reimbursement, the School Food Authority does not deem this increase to be material revision to the current agreement.
 - The following "Fixed Meal Rate Per Meal" table shall supersede and replace the current table contained in Contract Amendment 1 and Exhibit B – Fee Proposal – of the Agreement:**

Line Item	Units Per Day	Meal Rate	Daily Total	Annual Total
Breakfast	800	\$2.75	\$2,200.00	\$407,000.00
Lunch	2,000	\$4.00	\$8,000.00	\$1,480,000.00
Snack	350	\$1.10	\$385.00	\$71,225.00
Seamless Summer Breakfast x 20 Days	400	\$3.00	\$1,200.00	\$24,000.00
Seamless Summer Lunch x 20 Days	400	\$4.50	\$1,800.00	\$36,000.00

Annual Total	\$2,018,225.00
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Server labor will be provided at \$25.00 per hour, per server, minimum of 3 hours per day. Hourly rates are not prorated and SFA agrees to pay the fuller hourly rate for any portion of any hour worked by the server.

FOOD SERVICE MANAGEMENT COMPANY	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> Revolution Foods, PBC	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING STEVEN HOLGUIN, VICE PRESIDENT OF BUSINESS DEVELOPMENT	
ADDRESS 5743 SMITHWAY ST, COMMERCE, CA 90040	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME Camino Nuevo Charter Academy	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING Adriana Abich, Chief Executive Officer	
ADDRESS 3435 W Temple St., Los Angeles, CA 90026	

Coversheet

SY 23-24 TNTP Services Agreement

Section: V. Contracts and Leases
Item: B. SY 23-24 TNTP Services Agreement
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo Charter Academy_TNTP_Services Agreement_FY23.pdf

TNTP Services Agreement 2023-2024

THIS SERVICES AGREEMENT (this "**Agreement**") is made by and between TNTP, Inc., a Delaware nonprofit corporation organized and operated exclusively for charitable and educational purposes and qualifies for exemption from federal income taxation as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "**Code**"), and is further classified as a public charity within the meaning of Section 509(a)(1) of the Code, with its principal office at 500 7th Avenue, 8th Floor, New York, New York 10018 ("**TNTP**"), and **Camino Nuevo Charter Academy**, with its principal office at 3435 W Temple St., Los Angeles, CA 90026 (the "**Client**"). This Agreement shall be effective as of the later of the dates beneath the parties' signatures below (the "**Effective Date**"). This Agreement consists of the following terms, as well as the Scope of Services in the attached Schedule A.

STATEMENT OF PURPOSE: The Client wants to engage TNTP to provide school support as detailed in this Agreement.

Section 1. Term and Services.

For the period commencing on the Effective Date until **May 31, 2024** (the "**Term**"), TNTP agrees to provide services for the Client as specified in the services stated in Schedule A ("**TNTP's Services**," "**Scope of Services**," or "**Services**"). The Services may include the provision of documentation, reports, analysis, and other content ("**Deliverables**"). TNTP's Services will be considered accepted upon the Effective Date or upon commencement of the Services at Client's direction following Client's instructions to commence Services under the Proposal. TNTP will use its reasonable efforts to achieve the deadlines for Services, if any, set forth in any timetable and/or dates for delivery contained in Schedule A. TNTP may, upon written notice to Client, subcontract any portion of the Services in its sole discretion.

Section 2. TNTP and Client Responsibilities.

a. Client will cooperate with TNTP to facilitate the performance of TNTP's Services. If necessary to facilitate TNTP's provision of the Services, Client will provide TNTP with access (which may be in-person or remote via virtual means such as teleconference and videoconference, as agreed upon by the parties) to Client personnel, classrooms, meeting spaces, buildings, and background check processes as needed for TNTP's Services. If applicable, the Services may require student and/or staff/leader/teacher surveys, data collection and analysis, focus groups, student work samples and video recordings of classroom activities, and all these activities will be done in compliance with this Agreement.

b. Client, and not TNTP, is responsible for all employment-related obligations, liabilities, and decisions that may relate to the implementation of the Services or results from the Services.

c. TNTP and Client may mutually agree to permit in-person, essential work-site visits under certain circumstances. In deciding to permit in-person, essential work-site visits, TNTP and Client will take into account CDC guidance, state and local regulations and guidance, the school and district's health and safety plan related to pandemics or infectious disease, and the internal policies of both Client and TNTP. If the parties agree to work-site visits, school staff will be instructed to follow all school district and TNTP health and safety procedures. Client releases TNTP from any liability related to pandemic or infectious disease-related transmission from in-person work-site visits. TNTP reserves the right to discontinue work-site visits at any time if TNTP determines that cessation of work-site visits is necessary to protect the health and safety of its personnel.

Section 3. Representations and Warranties; Disclaimer.

Each party represents and warrants that it:

a. Has the full right, power, legal capacity, and authority to enter into this Agreement and to carry out its obligations hereunder;

**TNTP Services Agreement
2023-2024**

- b. Maintains adequate and appropriate insurance, including comprehensive general liability, professional liability, and workers' compensation insurance, to cover activities under this Agreement;
- c. Will comply in all material respects with all applicable federal, state, and local laws, ordinances, codes, and regulations in connection with its performance under this Agreement; and
- d. Is not subject to and will not enter into any agreement or arrangements which preclude compliance with the provisions of this Agreement.

Disclaimer of Warranties. EXCEPT AS PROVIDED IMMEDIATELY ABOVE, THE SERVICES, DELIVERABLES AND TNTP THIRD PARTY MATERIALS ARE PROVIDED "AS IS," WITHOUT WARRANTY OF ANY KIND. TNTP DISCLAIMS ALL OTHER WARRANTIES, EITHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT.

Section 4. Payment and Invoicing.

The Client shall pay a flat fee to TNTP in the amount of \$141,006 for TNTP's Services (the "**Client Fee**"). TNTP shall invoice the Client for the Client Fee according to the following schedule:

Invoice Date	Invoice Amount
September 20, 2023	\$ 12,095.00
December 20, 2023	\$64,455.50
March 20, 2024	\$64,455.50
Total	\$141,006.00

TNTP's failure to timely invoice will not constitute a waiver of any of TNTP's rights hereunder or constitute a breach by TNTP of this Agreement. The invoice is due and payable by ACH or wire transfer within thirty (30) days of Client's receipt of the invoice, without regard to any delay for purchase order or invoice reference. Client will validate any changes to ACH or wire payments by contacting TNTP at ar@tntp.org. After thirty (30) days, interest may be charged at a rate of one percent (1%) per month. Client agrees to provide, for inclusion in each Scope of Services, the specific information that must be included on an invoice (e.g., a Purchase Order Number or other reference). If there are disputed amounts on any invoice, the balance of such invoice, after deducting any disputed amounts, shall be paid in full when due and payable, and the disputed amounts shall be presented to TNTP for resolution as soon as such disputed amounts have been determined by the Client. Once resolved, Client will promptly pay any disputed amounts to TNTP without the need for TNTP to issue an additional invoice.

Financial Contacts:

For TNTP: TNTP Accounts Receivable
ar@tntp.org

For Client: Rachel Hazlehurst (Financial Contact Name)
Chief Academic Officer (Title)
Rachel.hazlehurst@caminonuevo.org (Email)
(TNTP will direct invoices to this address)

Section 5. Independent Contractor.

TNTP's relationship to the Client is that of an independent contractor and nothing herein will be construed as creating an employer/employee relationship, partnership, joint venture, or other business group or concerted action. TNTP will determine the method, details, and means of performing the Services. TNTP may represent, perform services for, and

TNTP Services Agreement 2023-2024

contract with other additional clients, persons, or companies as TNTP, in its sole discretion, sees fit, provided those services do not pose a conflict of interest with the services performed to Client.

Section 6. Termination; Survival.

If at any time either of the parties believes that the other party has materially breached its obligations under this Agreement, written notice shall be given by the party alleging breach setting forth the asserted breach and providing an opportunity to cure the same within thirty (30) days after such written notice. If the asserted breach has not been cured to the reasonable satisfaction of the party providing the written notice, but reasonable attempts to cure (as determined by the party providing written notice of asserted breach) have been made in writing by the party to whom the written notice of asserted breach was given, said party will have an additional opportunity to cure for a period of thirty (30) days following the expiration of the initial thirty (30) day cure period. If the asserted breach has not been cured to the satisfaction of the party providing written notice of asserted breach, that party may elect to terminate this Agreement upon written notice to the breaching party. If this Agreement is terminated, the rights and obligations of each party hereunder will terminate, provided, however, that such termination will not terminate the rights and obligations of the parties that expressly survive the termination of this Agreement, including, without limitation, the obligation of the Client to pay TNTP for time and expenses incurred in rendering the Services pursuant to this Agreement prior to the effective date of such termination.

Sections 3 (Representations and Warranties; Disclaimer), 4 (Payment and Invoicing), 6 (Termination; Survival), 7 (Indemnification, Exclusion of Certain Damages, Limitation of Liability, Subpoenas, and Insurance Coverage), 8 (Intellectual Property Rights (IRPs)), 9 (Promotional Materials and Publicity), 10 (Data), 11 (Confidentiality) and 12 (Miscellaneous), and terms of Schedule A that expressly survive termination, will survive expiration or termination of this Agreement.

Section 7. Indemnification, Exclusion of Certain Damages, Limitation of Liability, Insurance and Subpoenas.

7.1 Indemnification. To the extent permitted by applicable law, each party agrees to defend and indemnify the other party, their subsidiaries and affiliates, and hold them harmless from any and all unaffiliated third party claims ("**Claims**"), losses, damages, penalties, costs, and expenses, including without limitation, settlement costs and any legal, accounting and other expenses for investigation or defending any actions or threatened actions (collectively, "**Losses**") to the extent such Claims were caused by (a) the intentional misconduct of a party, or any of their employees or agents, or (b) any untruth, inaccuracy, fraud or material omission in any representation or warranty made by a party. In addition, Client will defend, indemnify, and hold harmless TNTP from and against any Claims arising from employment decisions made by Client related to the Services provided by TNTP. The party seeking indemnification shall provide the indemnifying party with prompt written notice of any Claim(s) and give complete control of the defense and settlement of the indemnifying party, and shall cooperate with the indemnifying party, its insurance company, and its legal counsel in its defense of such Claim(s). This indemnity shall not cover any Claim in which there is a failure to give the indemnifying party prompt notice to the extent such lack of notice materially prejudices the defense of the Claim.

7.2 Exclusion of Certain Damages. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT WILL TNTP BE LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL, PUNITIVE, OR SPECIAL DAMAGES WHATSOEVER, ARISING OUT OF OR THAT RELATE IN ANY WAY TO THIS AGREEMENT OR ITS PERFORMANCE. THIS EXCLUSION WILL APPLY REGARDLESS OF THE LEGAL THEORY UPON WHICH ANY CLAIM FOR SUCH DAMAGES IS BASED, WHETHER TNTP HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, WHETHER SUCH DAMAGES WERE REASONABLY FORESEEABLE, OR WHETHER APPLICATION OF THE EXCLUSION CAUSES ANY REMEDY TO FAIL OF ITS ESSENTIAL PURPOSE. THE FOREGOING EXCLUSION DOES NOT APPLY TO CLAIMS RELATED TO TNTP'S FRAUD OR INTENTIONAL MISCONDUCT.

7.3 Limitation of Liability. NOTWITHSTANDING ANY DAMAGES THAT CLIENT MIGHT INCUR UNDER THIS AGREEMENT FOR ANY REASON WHATSOEVER (INCLUDING, WITHOUT LIMITATION, ALL DIRECT DAMAGES), TNTP'S ENTIRE LIABILITY UNDER THIS AGREEMENT AND CLIENT'S EXCLUSIVE REMEDY UNDER THIS AGREEMENT WILL BE LIMITED TO THE CLIENT FEES PAID TO TNTP IN THE SIX (6) MONTH PERIOD IMMEDIATELY PRECEDING THE CLAIM. THE FOREGOING LIMITATIONS,

TNTP Services Agreement 2023-2024

EXCLUSIONS, AND DISCLAIMERS SHALL APPLY TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, EVEN IF ANY REMEDY FAILS OF ITS ESSENTIAL PURPOSE.

7.4 Subpoenas. If TNTP is requested by Client or required by subpoena or similar legal process to produce TNTP's materials or personnel with respect to an engagement for Client, provided that TNTP is not a party to the proceeding, Client will reimburse TNTP for its professional time and reasonable out-of-pocket expenses, including the reasonable fees and out-of-pocket expenses of TNTP's outside counsel incurred in responding to such a request.

7.5 Insurance Coverage. TNTP will, at its sole expense, maintain comprehensive general liability insurance with policy limits of not less than \$1,000,000, and provide to the Client upon request a certificate of insurance evidencing such coverage.

Section 8. Intellectual Property Rights (IPR).

8.1 Ownership by TNTP.

a. **TNTP IPR.** Client acknowledges and agrees that as between Client and TNTP, TNTP is and will remain the sole and exclusive worldwide owner of all TNTP IPR. For purposes of this Agreement, " **TNTP IPR**" means all patents, copyrights, trademarks, services marks, designs, logos, trade secrets, publicity, privacy or moral rights, and any other intellectual property or proprietary rights arising at any time under the applicable law of any jurisdiction anywhere in the world that subsists in, without limitation, the following: all technology, frameworks, processes, systems, methodologies, analytical tools, industry data and insights, layouts, TNTP Confidential Information (defined below), TNTP tools, TNTP's Video Library, Learning Portal, Insight, Academic Scorecard and online platforms that TNTP owns or to which TNTP has a license; and any improvements, derivatives or modifications to any of the foregoing, TNTP owns all TNTP IPR in existence prior to or developed independently of this Agreement.

b. **Work Product.** Client acknowledges and agrees that all intellectual property rights in any work created, produced or developed by TNTP, whether alone or jointly with others, in the course of providing the Services under this Agreement ("**Work Product**"), shall immediately upon creation or performance vest in and shall remain the sole and exclusive property of TNTP, and Client shall acquire no right, title or interest in and to the same, except for the limited license rights expressly granted under this Agreement.

c. **Reservation of Rights.** Client agrees that no TNTP IPR or Work Product will be shared, licensed, or sold by Client to any other person or entity under any circumstances without the prior written consent of TNTP, except for the limited license rights expressly granted under this Agreement.

d. **Third Party Materials.** As part of the Services: (i) TNTP may provide Client access to third party materials ("TNTP Third Party Materials") or (ii) Client may provide third party materials to TNTP to use in providing the Services ("Client Third Party Materials"). Client acknowledges that such access and/or use of TNTP Third Party Materials is at Client's sole risk. TNTP makes no representation or warranty or assumes any liability, with respect to any such **TNTP Third Party Materials**. TNTP does not endorse or approve any TNTP Third Party Materials. If Client provides any Client Third Party Materials to TNTP, Client represents and warrants that Client has obtained all rights necessary for TNTP to use the Client Third Party Materials to deliver the Services pursuant to this Agreement.

8.2 License to Work Product. Subject to Client's payment in full to TNTP for the Services, TNTP grants Client the following limited, revocable, non-commercial, non-exclusive, non-transferable, non-sublicensable license, to use the Work Product provided as part of the Scope of Services and any TNTP IPR that is necessarily included in Work Product, solely for Client's own internal business operations, trainings, and analysis in connection with the Scope of Services. Client agrees not to disclose the Work Product or any TNTP IPR included therein to any third party except as otherwise permitted under this Agreement

TNTP Services Agreement 2023-2024

8.3 Trademarks. Client acknowledges that TNTP owns the TNTP name, flame logo, and the tagline Reimagine Teaching (collectively the "**Marks**"). TNTP grants Client a limited, non-exclusive, non-transferrable, revocable license to use the Marks, without the right to grant sublicenses, for the specific purpose of the marketing and promotion for these specific Services, if applicable, and in accordance with Schedule A. Any use of the Marks beyond the scope permitted in this Agreement shall be (a) subject to the prior written approval by TNTP, (b) consistent with the terms of this Agreement, and (c) used for the sole purpose of the Project, TNTP's Services and work with Client. The Marks may not be altered or modified in any way unless approved in writing by TNTP. Client will immediately cease using the Marks upon the earlier of TNTP's request, the termination of this Agreement, or the completion of the Services. Client shall not attempt to register the Marks and will cooperate with TNTP protecting and defending them.

Section 9. Promotional Materials and Publicity.

Subject to the terms of this Agreement, Client and TNTP agree that either party may use descriptions of the Services performed by TNTP in promotional materials, including bid applications and client lists, and that TNTP may explicitly identify Client as a client of TNTP.

Section 10. Data.

10.1 Use of Data. If required by the Scope of Services, Client agrees to provide to TNTP, at no cost to TNTP, and within thirty (30) days of TNTP's written request, all requested student data ("**Student Data**"), teacher and staff related data ("**Staff Data**"), and demographic and school/district information ("**School Data**"). Student Data, Staff Data, and School Data is collectively referred to herein as "**Data**". The Client's failure to provide TNTP with Data, or access to collect the Data, may cause a material delay in the delivery of Services for which TNTP will not be held responsible.

The parties agree that Data may be shared between the parties and may only be used by the parties for the purposes identified in this Agreement, including Schedule A, and in a manner consistent with the terms outlined in this Agreement. The parties agree to comply with all relevant federal, state, and local laws and regulations governing the privacy and security of personally identifiable information (including transmission of data), to the extent applicable.

For the purposes of this Agreement and pursuant to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, 34 CFR Part 99, a "school official" is a contractor that: (1) performs an institutional service or function for which the agency or institution would otherwise use employees; (2) is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) is subject to CFR §99.33(a) governing the use and re-disclosure of personally identifiable information from student records. Client recognizes and agrees that for purposes of FERPA, Client will designate TNTP to act in a "school official" role for the purposes outlined in the Scope of Services. Pursuant to this Agreement, TNTP is considered a school official with a legitimate educational interest, providing services that would otherwise be performed by Client, and under the control and direction of Client with respect to the education records. TNTP shall not disclose any information that would be considered "Personally Identifiable Information" (as such term is defined in FERPA) unless either the disclosure would be permissible under 34 C.F.R. § 99.31 or TNTP has obtained appropriate written consent to the disclosure.

Notwithstanding the above, Client shall not provide or make available to TNTP any student's Personally Identifiable Information from education records (for purposes of FERPA) unless: (i) Client has obtained, with respect to each student's Personally Identifiable Information provided to TNTP, appropriate written consent to disclose such Personally Identifiable Information to TNTP, and authorization for TNTP to use such Personally Identifiable Information in connection with performing the Services, and (ii) written notice identifying particular Student Data as Personally Identifiable Information.

All Personally Identifiable Information will be destroyed within sixty (60) days of the termination of this Agreement. In furtherance of the Services, TNTP may use video, sound, or other recordings ("**Recordings**") of any of TNTP's Services in its

TNTP Services Agreement 2023-2024

sole discretion and for its legitimate business purposes in perpetuity so long as the recording is made pursuant to all applicable laws relating to confidentiality and protected information.

Separate from the parties' obligations with respect to Student Data, Client agrees not to send TNTP any data that can identify an individual ("**Personal Data**") unless the parties otherwise mutually agree that it is a requirement in order to effectuate the provision of TNTP's Services under this Agreement. In such circumstances, the parties shall comply with the obligations imposed by applicable data privacy legislation and this Agreement. In providing TNTP with Personal Data, Client will be acting as the data controller and will confirm that Client has complied with applicable law and obtained all necessary consents for lawful processing, including in connection with any transfer of Client's Personal Data.

Client agrees to secure any consents from teachers, staff, students, families, or parents/guardians that are required by all applicable laws, including but not limited to FERPA, for TNTP's use of the Data, Recordings, or TNTP's use of student work samples in rendering TNTP's Services, and ensure that such consents allow TNTP to rely on such consent when acting as an agent of the Client.

10.2 Ownership by the Client. As between Client and TNTP, and except as otherwise provided in this Agreement, Client owns all Data. Client agrees that TNTP, subject to applicable law, may use Data to perform its obligations hereunder.

10.3 License to TNTP. Client grants TNTP a worldwide, non-exclusive, perpetual, irrevocable, royalty-free license, with the right to grant sublicenses, to use, modify, reproduce, display, transmit, distribute, publicly perform, and create derivative works of Data in de-identified and/or aggregated form. The Client agrees that TNTP may use any de-identified Data and metrics regarding the Client's business that are provided to TNTP by the Client, or which are otherwise collected by TNTP during the course of providing the Services. TNTP may identify the Client as the source from which the Data originated if it complies with the other terms in this Agreement. Client agrees that TNTP may use de-identified and/or aggregated Data for its business purposes, including, without limitation, for purposes of publication, research, evaluation, and presentation by TNTP.

10.4 Client Partners. If necessary to support TNTP's Services, Client grants TNTP permission to share the de-identified Data with third party researchers, evaluators, partners, and funders.

Section 11. Confidentiality.

Each party agrees that it shall neither disclose any confidential information of the other party to third parties nor use any confidential information of the other party in any manner other than as contemplated by the Agreement. "**Confidential Information**" is any information marked confidential by a party or information that by its nature or the context of its disclosure ought to be treated as confidential information (including without limitation the terms of Agreement). The following types of information, however marked or designated, are not Confidential Information: (a) information that is, or becomes, lawfully and publicly available without a breach of this Section; (b) information that was lawfully known to the recipient of the information without an obligation to keep it confidential; (c) information that is received from another source who can disclose it lawfully and without an obligation to keep it confidential; or (d) information that is independently developed. The parties agree that any disclosure of Confidential Information shall be made available only to its employees, officers, directors, financial and legal advisors, agents, or representatives ("**Representatives**") who need to know in order to further the purpose of the services addressed in this Agreement and as required by applicable law. The parties further agree to inform its Representatives of the confidential nature of the Confidential Information and direct them to treat the Confidential Information in accordance with the terms of this Agreement. The parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services.

**TNTP Services Agreement
2023-2024**

Section 12. Miscellaneous.

- a. The Services are limited to those specifically described in the Agreement and Scope of Services and do not under any circumstances constitute accounting, audit, or tax related assistance or advice, investment advice, legal advice, or services (including as to the manner, if any, in which Client may lawfully implement any advice provided by TNTP), expert witness services.
- b. If in any event any provision of this Agreement is held by a court to be unenforceable as written, that provision will be reformed so as to give effect to the intentions of the parties, and the other provisions of the Agreement.
- c. Neither the Client nor TNTP may assign their rights under this Agreement without the prior written consent of the other.
- d. TNTP will not be liable to the Client or to any third party, nor be deemed to have breached this Agreement, for any failure or delay in performing any of its obligations under this Agreement when such failure or delay is caused by or results from an event beyond TNTP's reasonable control, including without limitation (1) acts of God, (2) natural disasters, (3) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, (4) governmental orders or restrictions, (5) international, national or regional emergency, (6) flood, fire, or explosion, (7) strikes, labor shortages, stoppages or slowdowns, (8) epidemics, pandemics, diseases, quarantines, or other extraordinary events which is determined to constitute a public health risk ("**Force Majeure Event**"). TNTP will use commercially reasonable efforts to give notice of the Force Majeure Event to the Client stating the period of time the occurrence is expected to continue, provided that (a) TNTP is able, given the nature and scope of the Force Majeure Event, to reasonably state such time period, and (b) any delay by TNTP to provide such notice or to state the time period when performance will be resumed will not negate the enforceability of this Section. Upon cessation of such Force Majeure Event, as reasonably determined by TNTP, TNTP will thereupon use commercially reasonable efforts to resume efforts to promptly perform or complete the performance of TNTP's Services hereunder as soon as reasonably practicable after the cessation or resolution of the Force Majeure Event. If TNTP's failure or delay to resume efforts to promptly perform or complete the performance remains uncured for a period of 60 days following notice given by it to Client under this Section, either party may thereafter suspend or terminate its performance under the applicable Scope of Work upon thirty (30) days' written notice.
- e. All notices required by this Agreement will be in writing and either personally delivered or mailed, to such party at its address specified on the first page of this Agreement or to such other address as such party may designate by notice given in accordance herewith. All notices will be deemed given when delivered. If to TNTP, the notice will be to Florrie Chapin, Vice President, General Counsel and Corporate Secretary, Legal Department.
- f. This Agreement will be governed by New York law without reference to conflicts of laws principles. The parties agree and consent to the exclusive jurisdiction of and venue in the state or federal courts in the city of Manhattan and the state of New York in all disputes arising out of or relating to this Agreement.
- g. Neither party has entered into this Agreement in reliance on any promise, representation, or warranty not contained herein. This Agreement will be construed according to the fair intent of the language as a whole, and not for or against either party.
- h. This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, representations, and agreements, if any, with respect to the subject matter hereof. Neither this Agreement nor any provision hereof may be modified, amended, supplemented, waived, discharged, or terminated except in a writing signed by the parties. No failure or delay in exercising any right or remedy hereunder shall constitute a waiver of such, any other, right, or remedy.

**TNTP Services Agreement
2023-2024**

- i. The Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Agreement may also be executed by email, or other electronic means, and so executed shall have the full force and legal effect of an original.

[Signature Page to Follow]

**TNTP Services Agreement
2023-2024**

Signatures.

The parties, by signing below, by their duly authorized representatives confirm their acceptance of the terms and agree to execute this Agreement, which shall be effective on the Effective Date.

Client

By: _____

Date: _____

Name (print): _____

Title: _____

TNTP, Inc.

By: _____

Date: _____

Lin Johnson III
Chief Strategic Growth and Finance Officer

TNTP Services Agreement 2023-2024

Schedule A **Scope of Services**

Development of and support for Literacy Coaches

TNTP will work side by side with the two new Literacy Coaches (and other Literacy Leaders, as appropriate) to draft and implement the Network-wide approach to improving Foundational Skills instruction in the early grades. Specifically, we will collaborate with the team to:

- Define a common vision and shared agreements for early literacy instruction that reflects the research on effective Spanish Foundational Skills instruction and the instructional shifts of CCSS to ensure all students reach full literacy and proficiency in two languages.
- Develop a comprehensive 2-year strategy to achieve this vision across the four diverse CNCA schools, including engaging stakeholders, establishing key priorities, setting and monitoring ambitious goals for teacher practice and student learning, and regularly communicating with stakeholders on strategy and progress.
- Establish a shared baseline understanding of CNCA's current instructional practice, student learning experience and curricular materials, and identify high-leverage opportunities for improvement.
- Build investment from stakeholders in co-created shared agreements around materials use, lesson internalization, high leverage strategies, common "Look Fors" in classrooms and a refined approach to analyzing and acting upon data.

Upon completion of the vision and strategy creation, TNTP will work alongside the Literacy Leadership to enact their comprehensive strategy in a myriad of ways. Our support can include any of the following:

- Professional Learning: Support with design and facilitation of professional learning sessions that build educator capacity around effective early literacy instructional practices.
- Materials Adaptation or Supplementation: Develop models and provide guidance for adapting/enhancing current ARC Core materials and/or providing guidance around supplementary materials to reflect the priorities outlined in the district's vision for Foundational Skills.
- Development of Tools: Create or customize tools to improve lesson internalization, classroom observation, student work analysis, or data analysis.
- Observation and Feedback: Support observation and feedback cycles to sharpen the lens for both the Literacy Coaches, as well as school and district leaders.
- Assessment and Progress Monitoring: Help refine the ARC process for monitoring and responding to student progress in the mastery of Foundational Skills.
- Networking with Other School Systems: Connect CNCA with similarly situated districts that have successfully implemented early literacy initiatives across two languages to share lessons learned and provide mutual support.

Facilitation of Teacher Leader learning and PLC planning

TNTP will build upon the great success of this year's teacher-led PLCs across grades TK-2 by continuing to build leadership capacity and technical skill of the grade level PLC leads. Our expert coach will work with the teacher leader cadre bi-weekly to internalize the content in their ARC Core units and align it with the expectations of the standards. We will model protocols for intellectual preparation that PLC leads will then be able to turn-key with their grade level peers. Furthermore, we will expand our work from Year 1 by supporting the teacher leaders to plan and implement Lesson Study cycles to practice core strategies and gather lessons learned about their use.

Like in Year 1, TNTP will measure the effectiveness of our efforts by examining:

- The perception of teacher leaders on their own practice, the practice of their grade level peers, and of student abilities through surveys
- Teacher Leaders' implementation of PLC Guidance by observation of grade level PLCs and review of unit/lesson plans
- Classroom observation data evaluating instructional practice of TK-2 educators
- TK-2 Student data, including IRLA and ENIL progress

The coach of the PLC Leads and the Director working with the Literacy Coaches will work in close collaboration to ensure that the PLC space represents the priorities being pushed out at the network level. Over the course of the year, we will co-facilitate and then gradually release responsibility to the Literacy Coaches so that they can slowly begin to influence the teacher collaboration space.

Coversheet

Think Together MOU Term 2023-2028

Section: V. Contracts and Leases
Item: C. Think Together MOU Term 2023-2028
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo Charter Academy 21st CCLC 07012023-063028.pdf

MEMORANDUM OF UNDERSTANDING
Between
Camino Nuevo Charter Academy
And
Think Together, Inc.

PURPOSE

The Memorandum of Understanding (MOU) that follows is a formal agreement to work together to provide expanded learning services funded through 21st Century Community Learning Centers (21st CCLC) program grants received from the California Department of Education (CDE) at school sites within the Camino Nuevo Charter Academy (CNCA) network. The goal of Think Together programs is to provide the highest quality before- and after-school programming to students within CNCA to improve student outcomes.

SCOPE OF SERVICES

It is agreed that Think Together will serve as the fiscal and administrative agent, as well as the program provider for 21st CCLC programs, as described in Attachment A. Think Together will be responsible for all grant deliverables and comply with all grant requirements established by the CDE. Think Together will provide before-school, after-school, and summer learning programs, as applicable to each school's 21st CCLC grant award. Think Together will hire, train, and supervise all staff members placed at school sites to operate these programs and will purchase all materials and supplies necessary to deliver the services. Think Together will ensure that all staff members meet the minimum qualifications set by Education Code, including §45125.1 with respect to fingerprinting employees for criminal background check, and requiring a negative test result for tuberculosis, Think Together will collaborate with CNCA to develop an evaluation plan, seek input from school administrators regarding program performance, and maintain ongoing communication regarding student needs and overall alignment with goals related to school climate and academic performance. Think Together will foster parent communication and involvement through parent orientations, providing families with a parent handbook outlining program policies and procedures in English and Spanish.

PARTNERSHIP STATUS

In accordance with Education Code §8426.(a)(4), CNCA was eligible to receive a 21st CCLC award was contingent upon jointly submitting an application with a community-based organization. CNCA has selected Think Together to serve as its co-applicant and both parties will maintain this partnership for the duration of the Term of each grant, as described in Attachment A, except as provided in the Termination section below.

SCHOOL PARTNER RESPONSIBILITIES

CNCA will provide Think Together with access to and use of the schools' facilities as necessary to meet the terms of this MOU. To the extent possible, the CNCA shall provide one classroom for every twenty students enrolled in the program for use before- and/or after-school. CNCA shall provide daily nutritious snacks for all program participants, and a school breakfast for all students participating in before-school programming, through its National School Lunch Program grant. CNCA agrees to share with Think Together any student data reasonably necessary for the performance of Think Together's duties under this MOU.

Memorandum of Understanding
Camino Nuevo Charter Academy

TERM

This Memorandum of Understanding shall become effective immediately when signed by both parties and remain in effect for the duration of the Term of each grant as described in Attachment A.

TERMINATION

Unless otherwise terminated as provided below, this MOU shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If CNCA makes a good faith, reasonable determination that Think Together is in default of its obligations under this MOU, CNCA must provide Think Together with a written request to cure the default. If CNCA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then CNCA shall have the right to immediately terminate this MOU upon written notification to Think Together and the CDE.

If at any time during the performance of this MOU Think Together determines, at its sole discretion, to suspend indefinitely or abandon the work under this MOU, CNCA shall have the right to terminate the performance of services hereunder by giving sixty (60) days written notification to CNCA and CDE of its intention to terminate.

INDEMNIFICATION

Think Together shall indemnify, pay for the defense of, and hold harmless CNCA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of Think Together's negligent or willful acts and/or omissions in rendering any services hereunder. Think Together shall assume full responsibility for payments of federal, state and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning Think Together or any employee of Think Together and shall further indemnify, pay for the defense of, and hold harmless CNCA of and from any such payment or liability arising out of or in any manner connected with Think Together's performance under this MOU.

CNCA shall indemnify, pay for the defense of, and hold harmless Think Together and its officers, agents and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of CNCA's negligent or willful acts and/or omissions in relation to this MOU.

INSURANCE

During the entire Term of this MOU, Think Together shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, Think Together under this MOU. All insurance policies shall state the name of the insurance carrier and name CNCA as an additional insured. Liability insurance for death, bodily injury and property damage shall be for no less than one million dollars (\$1,000,000) per occurrence. Liability insurance for sexual abuse and molestation shall be for a minimum of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) aggregate.

Memorandum of Understanding
Camino Nuevo Charter Academy

- Workers' compensation and employers' liability insurance for all Think Together employees and agents as required by law.

The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to CNCA prior to the commencement of services under this MOU. Think Together agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first notifying CNCA. Should any such policy of insurance be canceled or changed, Think Together agrees to immediately provide CNCA true and correct copies of all new or revised certificates of insurance.

SUBCONTRACT AND ASSIGNMENT

Neither party shall assign its rights, duties, or privileges under this MOU, nor shall either party attempt to confer any of its rights, duties or privileges under this MOU on any third party, without the written consent of the other party.

INDEPENDENT CORPORATION STATUS

This MOU is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

CALIFORNIA LAW

This MOU shall be governed by and the rights, duties, and obligation of the parties shall be determined and enforced in accordance with the laws of the State of California.

AMENDMENT

This MOU may be amended only by written instrument signed by duly authorized representatives of CNCA and Think Together.

NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth St, Suite 200B
Santa Ana, CA 92705

To: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026

SEVERABILITY

The invalidity in whole or in part of any provision of this MOU shall not void or affect the validity of any other provision of this MOU.

Memorandum of Understanding
Camino Nuevo Charter Academy

IN WITNESS THEREOF, Think Together, Inc. and Camino Nuevo Charter Academy have executed this Memorandum of Understanding as of the dates indicated below.

Camino Nuevo Charter Academy

Randy Barth
CEO & Founder
Think Together, Inc

Date

Date

Memorandum of Understanding
Camino Nuevo Charter Academy

Attachment A

Think Together shall operate 21st CCLC programs at the following CNCA schools:

- **Camino Nuevo Charter Academy – Burlington Campus** (CDS Code 19-64733-6117667) located at 697 S. Burlington Avenue, Los Angeles, CA 90057
- **Camino Nuevo Charter Academy #2 – Kayne Siart Campus** (CDS Code 19-64733-0122861) located at 3400 W. 3rd Street, Los Angeles, CA 90020
- **Camino Nuevo Charter Academy #3 – Jose Castellanos Campus** (CDS Code 19-64733-0122564) located at 1723 Cordova Street, Los Angeles, CA 90007
- **Camino Nuevo Charter Academy #4 – Sandra Cisneros Campus** (CDS Code 19-64733-0124826) located at 1018 Mohawk Street, Los Angeles, CA 90026
- **Camino Nuevo Charter Academy High School – Miramar Campus** (CDS Code 19-64733-0132126) located at 1215 West Miramar Street, Los Angeles, CA 90026

21st CCLC Grant #1 Term: MOU Execution Date to June 30, 2028.

21st CCLC Grant Component Annual Funding:

School	After-School Base Funding	After-School Supplemental Funding	Before-School Base Funding	Before-School Supplemental Funding	Total Annual Funding
CNCA	\$203,550.00	\$122,109.85	\$66,493.00	\$19,974.90	\$412,100.75
CNCA #2	\$203,550.00	\$34,313.41	\$66,493.00	\$9,589.31	\$313,945.72
CNCA #3	\$203,550.00	\$122,109.85	\$66,493.00	\$19,974.90	\$412,100.75

21st CCLC Equitable Access Funding:

School	Annual Funding
CNCA	\$25,000
CNCA #2	\$25,000
CNCA #3	\$25,000

21st CCLC Grant #2 Term: October 21, 2019, to June 30, 2024.

21st CCLC Grant Component Annual Funding:

School	After-School Base Funding	After-School Supplemental Funding	Before-School Base Funding	Before-School Supplemental Funding	Total Annual Funding
CNCA #4	\$203,550.00	\$21,675.73	\$66,493.00	\$1,724.61	\$293,443.34

21st CCLC Equitable Access Funding:

School	Annual Funding
CNCA	\$25,000

Coversheet

Update Lease for Burlington Campus

Section: V. Contracts and Leases
Item: D. Update Lease for Burlington Campus
Purpose: Vote
Submitted by:
Related Material: CNCA 2023 Bonds Burlington Lease EXECUTED.pdf

LEASE AGREEMENT

between

GNLA 697 S BURLINGTON LLC
a California limited liability company,
as Lessor

and

CAMINO NUEVO CHARTER ACADEMY,
a California nonprofit public benefit corporation,
as Lessee

for the use and occupation of the subject premises
in the operation of the charter school known as

CAMINO NUEVO CHARTER ACADEMY

dated as of May 1, 2023

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LEASE AGREEMENT

This LEASE AGREEMENT (“**Lease**”) dated, for reference purposes only, as of May 1, 2023, is made by and between GNLA 697 S BURLINGTON LLC, a California limited liability company (“**Lessor**”), and CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). This Lease is for the use and occupancy of the subject Premises by Lessee in the operation of the charter school known as “Camino Nuevo Charter Academy,” CDS #19-64733-6117667, or such other charter school as Lessee may operate on the Premises (the “**School**”). This Lease amends and restates, effective as of the Commencement Date (as defined below) those certain Lease Agreements dated as of June 1, 2017, and July 1, 2022, (each, a “**Prior Lease**”) between the Parties with terms originally expiring June 30, 2027, and June 30, 2023, respectively.

FOR VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged: the parties hereby agree as follows:

1. Basic Provisions.

1.1 Premises. The real property and improvements commonly referred to as 653, 661, 673, 677, 681 and 697 S. Burlington Avenue and 1800 Wilshire Boulevard, Los Angeles, CA 90057, legally described on Exhibit A attached hereto, is referred to herein as the “**Premises**,” provided that the Premises excludes the property licensed to Isaias De Guzman Paja, Jr., M.D., Inc. dba Paja Medical Group (“**Paja**”) pursuant to the License Agreement dated February 17, 2023, between Lessor and Paja.

1.2 Term. The term of this Lease (the “**Term**”) shall commence on the on the date of the making of the Loan (as defined below) (the “**Commencement Date**”), and shall end on June 30, 2057 (the “**Expiration Date**”). (See also Section 3 below.) In accordance with the terms of the Loan Agreement (as defined in Section 1.5 below), this Lease may be terminated by Lessee by Lessee’s depositing with the Master Trustee (as defined in Section 1.5 below) sufficient cash or securities to redeem or defease the entire principal amount of the Bonds (as defined in Section 1.5 below), together with accrued interest to the redemption date.

1.3 Extension Option. Not applicable.

1.4 Rent. During the Term, Rent, as described in Section 4.1, shall be payable by Lessee to Lessor.

1.5 The Bonds. The California School Finance Authority (“**Lender**”) is making loans (the “**Loan**”) to Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (the “**Borrower**”), pursuant to a Loan Agreement dated as of May 1, 2023, (the “**Loan Agreement**”), by and between Lender and the Borrower and approved by Lessor. The Loan will be funded by the proceeds of Lender’s Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the “**Bonds**”) to be issued pursuant to an Indenture (the “**Indenture**”) between Lender and U.S. Bank Trust Company, National Association, as Trustee (the “**Bond Trustee**”). In connection with the issuance of the Bonds, the

Borrower, as the obligated group representative (the “**Obligated Group Representative**”), Lessor and other limited liability companies of which the Borrower is the sole member, as the initial members (“**Initial Members**”) of an obligated group (the “**Obligated Group**”), and U.S. Bank Trust Company, National Association, as master trustee (the “**Master Trustee**”), will enter into a Master Indenture of Trust dated as of May 1, 2023, (the “**Master Indenture**”) and a related Supplemental Master Indenture for Obligation No. 1 dated as of May 1, 2023, (the “**Supplemental MTI No. 1**”) and, pursuant to Supplemental MTI No. 1, the Obligated Group Representative will issue its Obligation No. 1 in the par amount of the Bonds in favor of the Master Trustee. The Loan Agreement, the Indenture, the Master Indenture, the Supplemental Master Indenture for Obligation No. 1, Obligation No. 1, and any related documents and instruments are collectively referred to herein as the “**Bond Documents.**”

1.6 Refinancing of Loan. Upon any refinancing of the Loan, the term “Loan Agreement” shall thereafter refer to the agreement for the refinancing of the Loan, the term “Loan” thereafter shall refer to the refinancing loan, and the term “Lender” thereafter shall refer to the lender making the refinancing loan, but otherwise all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect.

1.7 The Intercept. In order to provide for secure and orderly payment of the Base Rent component of Rent and for the payment of the Bonds out of such Base Rent payments, on or before the Commencement Date Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit D attached hereto (the “**Intercept Notice**”), to the State Controller of the State of California (the “**State Controller**”). Amounts specified in the Intercept Notice for transfer to the Bond Trustee shall be limited to State Apportionments. Lessee shall, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate to cause transfers to the Bond Trustee to pay any changed amount of Base Rent due under this Lease (including without limitation changes resulting from redemption or defeasance of Bonds prior to maturity) and to cure any delinquency in payment of such amounts, and shall deliver such amended, supplemented, or restated Intercept Notice to the State Controller not later than the twentieth (20th) calendar day of the month immediately preceding the month with respect to which such payment is due. Lessee will cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with amending, supplementing, or restating the Intercept Notice. If at any time, the Intercept Notice is amended, supplemented, or restated for any reason, Lessee shall promptly provide Lender and the Bond Trustee with a copy of such amended, supplemented, or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee on account of Additional Rent, on account of rent or other amounts payable by or for the account of the School to affiliates of Lessor under separate agreements, or for other purposes set forth in the Indenture; provided, that Lessee shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from payments by the State Controller pursuant to the Intercept Notice from time to time shall be made at the corporate trust office of the Bond Trustee set forth in the Intercept Notice. Lessee shall timely amend, supplement, or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee to Lessee.

1.8 Capitalized Terms. Unless otherwise defined herein, all capitalized terms used herein shall have the meanings ascribed to such terms in the Loan Agreement, the Indenture, the Master Indenture or, if not defined therein, in the Supplemental Master Indenture for Obligation No. 1.

1.9 [Incentive Payment] [Tenant’s Contribution]. On the date of the funding of the Loan, [Lessor shall pay to Lessee] [Lessee shall pay to Lessor] \$_____.

2. Premises.

2.1 Letting. Lessor hereby leases and hires to Lessee, and Lessee hereby leases and hires from Lessor, the Premises, for the Term, at the Rent, and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 Condition of Premises. Lessee currently occupies the Premises pursuant to the terms of the Prior Lease. On the Lease Commencement Date, Lessee accepts the Premises in its as-is condition.

3. Term.

3.1 Term. The Lease Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.2.

4. Rent; Additional Rent; Expenses.

4.1 Rent Defined. Subject to the terms of this Lease, “**Rent**” is defined as and shall consist of the sum of (i) Base Rent, (ii) Additional Rent, (iii) Extraordinary Monthly Rent, and (iv) Expenses (all as defined below), together with all other monetary obligations of Lessee to Lessor or to third parties arising under the terms of this Lease.

4.2 Base Rent. “Base Rent” is listed in Schedule B to this Lease. So long as the Loan is outstanding, during the term of this Lease, the “Base Rent” shall be payable in accordance with the schedule set forth in Exhibit B, subject to downward adjustment in the event of any redemption or defeasance of all or a portion of the Bonds or prepayment of all or a portion of the Loan. In the event of redemption or defeasance of all the Bonds prior to the Expiration Date such that no Bonds remain outstanding and prepayment of all of the Loan prior to the Expiration Date and without termination of this Lease, commencing on the first day of the first calendar month following such defeasance, redemption, or full prepayment, the Base Rent shall be \$100.00 per month.

4.3 Additional Rent. Lessee shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Lessor on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Lessor. The amount projected as Additional Rent during the Term, assuming no Extraordinary Monthly Rent, is as set forth on Exhibit B. “Additional Rent” shall include the following:

(a) All amounts required to reimburse Lessor, or satisfy Lessor's obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that the Borrower is

obligated to pay under the terms of the Loan Agreement, including, but not limited to, such amounts as described in the Loan Agreement.

(b) Any other amounts required to be paid by the Lessor in order for the Lessor to meet its obligations under the Bond Documents on a full and timely basis.

4.4 Extraordinary Monthly Rent. In the event that Lessee receives a notice (an “**Extraordinary Monthly Rent Notice**”) from either the Lessor or the Related Bond Trustee (as defined in the Master Indenture) stating the Related Bond Trustee has not received the payment of Rent with respect to a Related Project on or before that date that such required payment is due, then the Lessee shall pay the Extraordinary Monthly Rent to the Related Bond Trustee within three business days after the Lessee's receipt of the Extraordinary Monthly Rent Notice. Lessor covenants to immediately provide Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture. “**Extraordinary Monthly Rent**” means the amount set forth in such Extraordinary Monthly Rent Notice, which shall be Lessee's Proportionate Share of the Extraordinary Monthly Rent. “**Proportionate Share**” means the amount required to be paid by Lessee to ensure that all of the required Rent and School Loan Repayments with respect to all of the Related Projects have been timely made, said amount to be determined from time to time for Lessee in proportion to Lessee's respective share of Gross School Revenues attributable to the operation of the respective Obligated Group School and for Pueblo Nuevo Education and Development Group (“**Pueblo Nuevo**”) in proportion to Pueblo Nuevo's administrative services fees or other revenues attributable to the provision of services to the Obligated Group Schools. There is no assurance that the amount of Extraordinary Monthly Rent will be sufficient to cover any Rent not paid by any other Related Project. If payable, Extraordinary Monthly Rent shall be a component of Rent.

4.5 Expenses. Lessee shall be responsible for all Expenses, which Lessee shall pay directly to the providers of any of the items comprising Expenses prior to delinquency, or shall pay to or reimburse Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon. “**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises (referred to in this Section 0 as the “**Facility**”), as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Facility, the aggregate of the “**Maintenance Expenses**” and the “**General Expenses**” set forth below:

(i) “**Maintenance Expenses**” means all costs of maintaining and repairing the Facility, the parking area, athletic fields and other portions of the Facility, deferred maintenance, installing or extending service systems and other built-in equipment, and improving the Facility, including without limitation all of the following:

a. All maintenance, replacement and repair costs of air conditioning, heating and ventilation equipment and systems, elevators (if any), landscaping, service areas, parking lots, athletic fields, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, structural components of the Facility, and cost of compliance with applicable laws (including any required upgrades or retrofitting).

b. Supplies, materials, labor, equipment, and utilities used in or related to the repair and maintenance of the Facility and such common areas.

c. Capital improvements made to the Facility (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Facility.

(ii) “**General Expenses**” means all of the following, to the extent not included in Maintenance Expenses:

a. Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor.

b. Water, sewage, and waste or refuse removal charges.

c. Gas, electricity, telephone and other utilities.

d. The cost of monthly or annual contracts for systems or services such as alarm systems, security systems, internet services, janitorial services or landscaping services.

e. All janitorial, cleaning, landscaping, sweeping and repair services relating to the Facility.

f. The costs of signs and directories.

g. The cost of compliance with applicable laws.

h. Reasonable costs incurred by Lessor for operating expenses, including the day-to-day management (if any), including the cost of management personnel (if any), together with any of Lessor’s administrative expenses such as state filings, preparation of tax returns or notices, and all taxes, charges, or fees in connection therewith to the extent related to the Facility.

i. Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.3 below), if any.

j. Amounts required to be paid as deductibles in connection with any insurance required under the Bond Documents.

k. Any other costs or expenses incurred by Lessor under this Lease, excluding depreciation of the Facilities.

4.6 Property Tax. Lessee uses the Premises exclusively for public school purposes, and therefore the Premises may be exempt from ad valorem property taxes. Lessee shall be responsible for the application to the Los Angeles County Tax Assessor for such tax exemption on an annual basis. Lessor shall cooperate with Lessee in obtaining such exemption, and shall execute any application for a tax exemption for the Premises. Any tax refunds and/or tax exemptions

received by or granted to Lessor, based on Lessee's tax exempt status during the term of this Lease, shall be credited toward Lessee's Expenses payable under this Lease.

4.7 Payment. All Rent required to be paid in monthly installments shall be paid as specified in Exhibit B. All Rent shall be paid in lawful money of the United States, without any abatement, deduction or offset whatsoever (except as specifically provided herein), and without any prior demand therefore. All Rent shall be paid to the Master Trustee for deposit in the Gross Revenue Fund (as that term is defined in the Bond Documents), and at such address as the Master Trustee notifies Lessee, or at such other place as Lessor may designate from time to time, with the approval of the Master Trustee as long as Lessor has any obligations pursuant to the terms of the Bond Documents. Notwithstanding the foregoing, Lessee shall receive a credit for Rent owed to Lessor to the extent the Bond Trustee receives monies on behalf of Lessee under the Intercept. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Subject to the terms of the Bond Documents, and so long as any of the Bonds or the Loan remains outstanding, Lessee shall, through the Intercept Notice, cause the State Controller to transfer the portion of the State Apportionment described in the Intercept Notice and attributable to the School to the Bond Trustee for deposit in the Revenue Fund (as defined in the Indenture). Lessor shall have the right, but not the obligation, to collect and impound, in advance, any or all components of Expenses or other Rent based upon Lessor's reasonable estimate of Lessee's future liability for such amounts for any calendar year or other period selected by Lessor. At the end of the calendar year or other period with respect to which any such estimate was prepared, Lessor shall reconcile Lessee's actual obligation for such component of Expenses or other Rent and the estimated amounts previously paid by Lessee.

4.8 Late Charge and Interest on Rent in Default. If any Rent is not received by or on behalf of Lessor from Lessee within ten (10) calendar days after Lessor has notified Lessee in writing that payment has not been received by Lessor, then Lessee shall immediately pay to Lessor a late charge equal to five percent (5%) of such delinquent rent as liquidated damages for Lessee's failure to make timely payment, by paying such sum to the Master Trustee for deposit in the Gross Revenue Fund. In no event shall this provision for a late charge be deemed to grant to Lessee a grace period or extension of time within which to pay any rent or prevent Lessor from exercising any right or remedy available to Lessor upon Lessee's failure to pay any rent due under this Lease in a timely fashion. If any Rent remains delinquent for a period in excess of thirty (30) days then, in addition to such late charge, Lessee shall pay to Lessor interest on any rent that is not paid when due at the Default Interest Rate from the date such amount became due until paid by paying such sum to the Master Trustee by depositing the same in the Gross Revenue Fund.

4.9 Budgeting Rent. Without limiting the provisions of Exhibit C, Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.10 Accounting. Without limiting the provisions of Exhibit C, if Lessor requests in writing, Lessee agrees to provide Lessor with an annual, or more frequent, accounting of the Expenses paid for Lessee's most recent fiscal year.

4.11 Source of Rent Payments.

(a) Notwithstanding anything in this Lease to the contrary, Lessee's obligation to pay the Rent and the other monetary payments provided for in this Lease to any person or entity, including the Lessor, Lender, or Bond Trustee, and their respective successors and assigns, is limited to, and shall not exceed, Gross School Revenues (as defined in Exhibit C), if any, and under no circumstances shall Lessee be required to advance any moneys derived from any source of income other than, or pay Rent or any other monetary obligation under this Lease which is in excess of, the Gross School Revenues, nor shall any other funds or property of Lessee be liable for the payment of Rent or any other monetary obligation under this Lease, and such persons and entities shall look exclusively thereto for satisfaction of any claims hereunder. Lessor covenants that it shall not take recourse against Lessee with respect to the failure by Lessee to make any payment under this Lease except recourse to the Gross School Revenues.

(b) Nothing contained in this Section shall be construed to release Lessee from the performance of any of the agreements on its part herein contained, and in the event Lessee shall fail to perform any such agreements on its part, Lessor may institute such action against Lessee as Lessor may deem necessary to compel performance so long as such action does not abrogate the limitation of liability of Lessee contained in the first sentence of this Section. Lessee may, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons which Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request.

5. Mandatory Covenants.

5.1 Specific Covenants Related to the Loan. For so long as the Loan is outstanding and has not been defeased or for so long as any obligations under the Loan Agreement remain outstanding, the provisions of Exhibit C shall be applicable for the benefit of Lessor and the Lender.

6. Use.

6.1 Agreed Use. In addition to any other restrictions on Lessee's use of the Premises, the Premises shall be used by Lessee for the School, for any related and ancillary school and educational purposes, any related administrative purposes, and any related incidental legal uses. Notwithstanding the foregoing, Lessee shall use and occupy the Premises only for "educational facilities" as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code (the "**Code**") as an organization described in Code Section 501(c)(3) and that qualifies as an "educational organization" as described under Code Section 170(b)(1)(A)(ii); provided that Lessee shall not rent the Premises as residential rental property to others, or permit any sublessee to rent the Premises as residential rental property to others.

6.2 Hazardous Substances. Without limiting the generality of the foregoing, Lessee shall comply with all obligations and the Bond Documents related to Hazardous Substances and Environmental Regulations, to the extent applicable to the Premises or Lessee's use and occupancy thereof.

7. Maintenance; Repairs.

7.1 Lessee Fully Responsible. During the Term, except in cases of damage or destruction due to casualty loss, or in the event of Condemnation, and except in case of the initial construction of the Improvements, all repair, maintenance, restoration, retrofitting, construction or reconstruction with respect to the Improvements shall be the sole responsibility of Lessee, and Lessor shall have no duty to undertake any such repair, maintenance, restoration, retrofitting, construction or reconstruction, or to pay any costs of the same. Provided, however, that Lessor shall provide Lessee access to the moneys in the Repair and Replacement Fund, and to any moneys in the Insurance and Condemnation Proceeds Fund to the extent necessary or appropriate to pay the costs of or to reimburse Lessee for its obligations hereunder, in accordance with the terms and provisions of the Indenture related to the Repair and Replacement Fund and the Insurance and Condemnation Proceeds Fund.

7.2 Compliance With Applicable Requirements. If any applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “**Applicable Requirements**”) require, during the Term, the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises, Lessee hereby agrees to undertake and complete such construction, alteration, remediation, reinforcement or other modification, and the costs therefor shall be incurred solely by Lessee.

7.3 Liens. Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in, on, or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 Ownership of Improvements; Removal; Surrender; and Restoration.

(a) **Ownership.** All Improvements shall be the property of Lessor. Any additional improvements constructed and paid for by Lessee itself shall, at the expiration or termination of this Lease, at the option of Lessor, (i) be removed by Lessee or (ii) become the property of Lessor and be surrendered by Lessee with the Premises

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the parts, and surfaces thereof broom clean and free of debris, and in good operating order, condition, and state of repair, ordinary wear

and tear excepted. Lessee shall repair any damage occasioned by the installation, maintenance, or removal of any of its furnishings, and equipment. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire.

8. Insurance; Indemnity.

8.1 Liability. Lessee shall keep in force such liability insurance policies and in such amounts as required to meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an “Expense” hereunder.

8.2 Premises. Lessee shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Lessor, with loss payable to Lessor or, if required under the Bond Documents, to any lender, including the Bond Trustee and the Master Trustee, insuring loss or damage to the Premises. The amount of such insurance shall meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an “Expense” hereunder.

8.3 Rental Interruption. Lessee shall also obtain and keep in force, for the benefit of Lessor, rental interruption insurance insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Additional Rent and Expenses otherwise payable by Lessor hereunder covering a period of at least 12 months. The limits of such insurance shall be based upon the highest monthly amount of Base Rent and Additional Rent shown on Exhibit B, as revised from time to time. The premium for such insurance shall be paid by Lessee and shall be deemed an “Expense” hereunder.

8.4 Waiver of Subrogation. Without affecting any other rights or remedies, Lessee and Lessor each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.5 Indemnity. Except for Lessor's negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 Exemption of Lessor from Liability. Unless caused by Lessor's negligence or willful misconduct, Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 Insurance Requirements of Bond Documents. The foregoing notwithstanding, for so long as the Loan is outstanding, Lessee shall be deemed to meet its insurance obligations as set forth in this Section 8.7 if it carries, and it hereby agrees to carry, the insurance required to meet the terms of the Bond Documents, as such requirements may change from time to time. Without limiting the foregoing, for so long as the Loan is outstanding, Lessee shall cause the Bond Trustee, Master Trustee and Lessor to be named as additional insureds on Lessee's liability insurance and Bond Trustee and Master Trustee as mortgagees and loss payees on property insurance policies.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Damage"** shall mean damage or destruction to the improvements on the Premises from fire or other casualty.

(b) **"Insured Loss"** shall mean Damage that was caused by an event required to be covered by the insurance described in Section 8, irrespective of any deductible amounts or coverage limits involved.

9.2 Damage. Subject to the terms of the Master Indenture, Lessor shall be entitled to any and all insurance proceeds that are available as a result of any Insured Loss, and shall make such insurance proceeds available to Lessee, which shall proceed to reconstruct the Improvements subject to such Damage to their condition existing immediately prior to the Damage, utilizing available insurance proceed and any amounts voluntarily contributed by Lessee. If Lessor elects not to undertake such restoration, Lessee may (i) if such damage is material, terminate this Lease by providing written notice to Lessor, and to the Bond Trustee, Master Trustee and Lender, within 30 days after receipt by Lessee of Lessor's notice of its election not to undertake such restoration, or (ii) using available insurance proceeds, restore and rebuild the Premises, so long as the following conditions are met:

(a) The amount of insurance proceeds that are available for restoration, plus any funds that may have been deposited by Lessee, are sufficient to restore and rebuild the Premises to their character, condition and utility immediately prior to the casualty (or to such other condition as Lessee reasonably demonstrates will generate sufficient revenue for Lessee to meet its obligation to pay all Rent thereafter accruing);

(b) The amount of available proceeds of rental interruption insurance plus any funds deposited by Lessee equals an amount determined by Lessor to be sufficient to pay the Rent

accruing during the period between the date of such casualty and the date the restoration or rebuilding is substantially completed.

(c) The restoration or rebuilding is estimated by Lessor to be completed at least twelve (12) months prior to the Maturity Date of the Bonds.

(d) In lieu of making any deposit of funds as described above, Lessee shall have the right to provide other assurances of the payment of restoration costs and Rent acceptable to Lessor in its sole discretion, such as a letter of credit.

9.3 Damage—Uninsured Loss. If Damage that is not an Insured Loss occurs, (a) Lessee may repair such damage as soon as reasonably possible at Lessee's expense, in which event this Lease shall continue in full force and effect or, (b) if Lessee elects not to undertake such repair, and such Damage is material, Lessor or Lessee may terminate this Lease by providing written notice to the other party, and to Bond Trustee, Master Trustee and Lender, within 30 days after receipt by Lessor of knowledge of the occurrence of such Damage.

9.4 Waive Statutes. Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith, including California Civil Code Sections 1932(2) and 1933(4).

10. Real Property Taxes.

10.1 Definition. As used herein, the term “**Real Property Taxes**” shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Lessee shall timely file for exemption from any Real Property Taxes and shall maintain such exemption during the Term. In any event, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed, or imposed.

10.3 Personal Property Taxes. Lessee shall timely file for exemption from any taxes fixtures, furnishings, equipment, and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed, or imposed after an exemption for such taxes is filed as required hereunder.

11. Assignment and Subletting.

11.1 By Lessee. Except pursuant to an agreement with Everybody Dance LA on terms substantially similar to the Memorandum of Understanding dated June 30, 2021, between Everybody Dance LA fka The Gabriella Foundation and Pueblo Nuevo Education and Development Group, Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which shall not be unreasonably withheld). Lessee acknowledges that, pursuant to the Bond Documents, Lessor may be required to obtain the Lender's approval to a sublease, assignment or other transfer of Lessee's interest in this Lease and that Lessor's disapproval shall be deemed reasonable if based on any such disapproval by Lender. Lessee acknowledges that the financing of the Premises through the Tax-Exempt Bonds may restrict the assignees which could be approved by Lessor. In addition, Lessee shall not sublease, assign, mortgage, pledge, hypothecate, or encumber this Lease unless it receives an Opinion of Bond Counsel confirming that such action will not result in use or operation of the Premises not in conjunction with a charter school under the Act.

11.2 By Lessor. Lessee acknowledges that Lessor's interest in the Premises are subject to a deed of trust in favor of the Master Trustee and that certain of the Lessor's rights under this Lease are assigned to the Master Trustee as security for the Bonds under the Master Indenture of Trust.

12. Default; Event of Default; Remedies.

12.1 Default; Event of Default. A “**Default**” is defined as a failure by Lessee to comply with or perform any of the terms, covenants or other obligations of Lessee under this Lease. An “**Event of Default**” is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond required hereunder, or to fulfill any obligation under this Lease that endangers or threatens life or property, where such failure continues for a period of ten (10) business days following written notice to Lessee.
- (c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect, and is not promptly corrected.
- (d) Except as provided in Section 3 of Exhibit C attached hereto, Lessee violates or fails to observe or perform any of the financial covenants of Lessee set forth in Section 3 of Exhibit C attached hereto and fails to cure the same within any notice or grace period contained in Exhibit C.
- (e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d) above, where such

Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Default if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion.

(f) The occurrence of any of the following events: (i) Lessee's making of any general arrangement or assignment for the benefit of creditors; (ii) Lessee's becoming a "debtor" as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (g) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

12.2 Remedies. Upon the occurrence of any Event of Default, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy that Lessor may have by reason of such Event of Default:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent that had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent that would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or that in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor and the Authorities, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Event of Default of this Lease shall not waive Lessor's right to recover damages under Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful detainer statute shall run concurrently, and the failure

of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and an Event of Default under this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue this Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

12.3 Default Interest. Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest computed at the rate of 10% per annum (but not in excess of the maximum rate allowed by law) ("**Default Interest Rate**") from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments.

12.4 Lessor Self Help. If Lessee fails to perform any of its affirmative duties or obligations (other than compliance with the covenants and financial reporting requirements pursuant to Section 5 and Exhibit C), Lessor may, at its option, perform such duty or obligation on Lessee's behalf including, but not limited to, the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor.

13. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "Condemnation"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Loan Agreement, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. Subject to the terms of the Loan Agreement, if the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor.

14. Estoppel Certificates. Each Party (as "**Responding Party**") shall within ten (10) days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published by the AIR Commercial Real Estate Association, plus such

additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. Definition of Lessor. The term “**Lessor**” as used herein shall mean the owner or owners at the time in question of the Lessor's interest under this Lease. Upon any transfer of such interest in the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the succeeding Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

16. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. Days. Unless otherwise specifically indicated to the contrary, the word “days” as used in this Lease shall mean and refer to calendar days. “**Business Day**” means any day other than a Saturday, a Sunday or a day on which banking institutions in the city in which the Principal Corporate Trust Office (as defined in the Indenture) is located are authorized or obligated by law or executive order to be closed.

18. Limitation on Liability. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease. No member, officer, agent or employee of Lender or any director, officer, agent or employee of the Bond Trustee, Master Trustee, Lessor or Lessee shall be individually or personally liable for the payment of any amounts hereunder or be subject to any personal liability or accountability by reason of the execution and delivery of this Lease; but nothing herein contained shall relieve any such member, director, officer, agent or employee from the performance of any official duty provided by law or this Lease.

19. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. No Prior or Other Agreements. Subject to the terms of the Bond Documents, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of this Lease will not, to the best of the Party's knowledge, constitute a violation under any material agreements to which such Party is a party.

21. Notices.

21.1 Notice Requirements. Unless otherwise provided herein, all notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given (a) if hand delivered or delivered by courier, when delivered to the appropriate notice address, or (b) if mailed by first class mail, postage prepaid, six Business Days after deposit in the United States mail addressed to the appropriate notice address. Any telecopy or other electronic transmission received by any party after 4:00 p.m., local time, as evidenced by the time shown on such transmission, shall be deemed to have been received the following Business Days. The parties listed below may, by notice given hereunder, designate any further or different addresses to which

subsequent notices, certificates or other communications shall be sent. Any notice required or permitted hereunder shall be directed to the following notice address:

21.2 Addresses.

Lessor: GNLA 697 S Burlington LLC
c/o Grupo Nuevo Los Angeles
3435 W. Temple Street
Los Angeles, CA 90026
Attention: Chief Executive Officer

Lessee: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attention: Chief Executive Officer

Lender (during the time the Loan is outstanding):

California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 550
Los Angeles, California 90013
Attention: Executive Director

22. Waivers. No waiver by Lessor of the Default or Event of Default of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Event of Default by Lessee of the same or of any other term, covenant or condition hereof.

23. No Right To Holdover. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

24. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the

County of Los Angeles; provided, that any litigation in which Lender is a party concerning this Lease shall be initiated in Sacramento County, California.

27. Lessor's Access; Showing Premises; Repairs. Lessor shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after two (2) Business Days' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease or exercising its self-help rights under Section 12.4.

28. Quiet Possession. Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

29. Counterparts. This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. This Lease may be executed by the delivery of separately signed counterpart signature pages. A party's delivery by electronic transmission of the party's manually or electronically signed counterpart signature page to this Lease shall be deemed as effective as the party's physical delivery of a manually signed counterpart signature page.

30. Amendments. Subject to the terms of the Master Indenture of Trust, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

31. Limitation of Rights to Parties. Except as otherwise provided herein, nothing in this Lease is intended or shall be construed to give to any person other than Lessor and Lessee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor and Lessee.

32. CASp Disclosure. California Civil Code Section 1938 requires Lessor to notify Lessee whether the Premises has undergone inspection by a Certified Access Specialist ("CASp"), as defined in California Civil Code Section 55.52. Lessor hereby states to Lessee that, as of the date this Lease is executed, the property of which the Premises is a part has not undergone such inspection. A CASp can inspect the Premises and determine whether the Premises comply with all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, the Lessor may not prohibit Lessee from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Lessee, if requested by Lessee. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises.

(Signatures on next page)

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

GNLA 697 S BURLINGTON LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: 
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: _____
Adriana Abich
Chief Executive Officer

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

GNLA 697 S BURLINGTON LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: _____
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: Adriana Abich
Adriana Abich
Chief Executive Officer

EXHIBIT A

Legal Description of Premises

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE CITY OF LOS ANGELES IN THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL 1:

LOTS 14 AND 15 OF WEST LAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 2:

LOT 18, OF WESTLAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#), OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

TOGETHER WITH ALL RIGHT, TITLE AND INTEREST ACCRUING TO THE GRANTOR UNDER THAT CERTAIN COMMUNITY OIL AND GAS LEASE DATED JULY 17, 1963 INsofar AS THE GRANTOR IS ENTITLED TO PARTICIPATE IN PRODUCTION AND OTHER BENEFITS UNDER SAID LEASE.

[APN: 5142-007-003](#) AND 006

PARCEL 3:

LOT 12 OF WESTLAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXCEPT THAT PORTION OF SAID LAND WHICH WAS CONDEMNED FOR THE WIDENING OF WILSHIRE BOULEVARD BY FINAL JUDGMENT ENTERED IN THE LOS ANGELES COUNTY SUPERIOR COURT, CASE NO. 263 485, A CERTIFIED COPY THEREOF BEING RECORDED IN [BOOK 11459, PAGE 143](#), OF OFFICIAL RECORDS.

PARCEL 4:

LOT 13 OF WESTLAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 5:

LOT 17 OF WESTLAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

[APN: 5142-007-023](#) AND 5142-007-005

PARCEL 6:

THE SOUTHWEST 48.33 FEET OF THE NORTHEAST 90 FEET OF LOTS 20, 21 AND 22; THE NORTHEAST 41.67 FEET OF LOTS 20, 21 AND 22 AND THE SOUTHWEST 6.7 FEET OF LOT 19, ALL IN WESTLAKE PARK TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXCEPT THEREFROM THAT PORTION OF THE FOLLOWING DESCRIBED LAND LYING BELOW A HORIZONTAL PLANE HAVING AN ELEVATION OF 264.0 FEET ABOVE MEAN SEA LEVEL PER CITY OF LOS ANGELES BENCH MARK NO. 12-15590-1 ELEVATION 300.16 FEET (1970 ADJUSTMENT);

A PORTION OF THE NORTHEAST 90.00 FEET OF SAID LOTS 20, 21 AND 22 AS MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST SOUTHERLY CORNER OF THE NORTHEASTERLY 90.00 FEET OF SAID LOT 20;

THENCE ALONG THE SOUTHEASTERLY LINE OF SAID LOT 20, NORTH 28°22'25" EAST 47.56 FEET; THENCE NORTH 49°09'39" WEST 153.62 FEET TO A POINT IN THE NORTHWESTERLY LINE OF SAID LOT 22, SAID POINT LYING NORTH 28°22'31" EAST 80.50 FEET FROM THE MOST WESTERLY CORNER OF THE NORTHEASTERLY 90.00 FEET ON SAID LOT 22; THENCE ALONG SAID NORTHWESTERLY 39" EAST 46.69 FEET TO A POINT IN THE SOUTHWESTERLY LINE OF SAID NORTHEASTERLY 90.00 FEET OF LOTS 20, 21 AND 22, SAID POINT LYING SOUTH 61°32'35" EAST 104.41 FEET FROM SAID MOST SOUTHERLY CORNER OF THE NORTHEASTERLY 90.00 FEET OF SAID LOT 20; THENCE ALONG SAID SOUTHWESTERLY LINE, SOUTH 61°32'35" EAST 104.41 FEET TO THE POINT OF BEGINNING, AS ACQUIRED BY THE SOUTHERN CALIFORNIA RAPID TRANSIT DISTRICT, BY ORDER OF CONDEMNATION, RECORDED OCTOBER 27, 1989, AS [DOCUMENT NO. 89-1740775](#), OF OFFICIAL RECORDS.

EXCEPTING THEREFROM, ALL OIL, OIL RIGHTS, NATURAL GAS RIGHTS, MINERAL RIGHTS, ALL OTHER HYDROCARBON SUBSTANCES BY WHATSOEVER NAME KNOWN, AND ALL WATER, CLAIMS OR RIGHTS TO WATER, TOGETHER WITH APPURTENANT RIGHTS THERETO, WITHOUT, HOWEVER, ANY RIGHT TO ENTER UPON THE SURFACE OF SAID LAND NOR ANY PORTION OF THE SUBSURFACE LYING ABOVE A DEPTH OF 500 FEET, AS EXCEPTED OR RESERVED BY DEED RECORDED SEPTEMBER 18, 1969 AS [INSTRUMENT NO. 394](#), OF OFFICIAL RECORDS.

PARCEL 7:

THE NORTHERLY 48.33 FEET OF LOT 19 OF WESTLAKE PARK TRACT, IN THE IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 12, PAGE 15](#), OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

[APN: 5142-007-024](#)

EXHIBIT B

Schedule of Base Rent and Additional Rent

Base Rent and Additional Rent for each month of the Term shall be payable monthly in advance on the 20th day of the preceding month in accordance with the following payment schedule.

**Camino Nuevo Charter School
Monthly Payment Schedule - Burlington Lease**

Payment Date	Base Rent	CSFA Annual Admin Fee	Rating Annual Fee	Dissemination Agent Annual Fee	Trustee Annual Fee	Repair and Replacement Fund	Other	Total Rent
01/20/2051	23,816.23	48.17	178.38	196.22	178.38	0.00	19,786.25	44,203.63
02/20/2051	23,816.23	48.17	178.38	196.22	178.38	0.00	19,786.25	44,203.63
03/20/2051	23,816.23	48.17	178.38	196.22	178.38	0.00	19,786.25	44,203.63
04/20/2051	23,816.23	48.17	178.38	196.22	178.38	0.00	19,786.25	44,203.63
05/20/2051	23,816.23	48.17	178.38	196.22	178.38	0.00	19,786.25	44,203.63
06/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
07/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
08/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
09/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
10/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
11/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
12/20/2051	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
01/20/2052	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
02/20/2052	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
03/20/2052	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
04/20/2052	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
05/20/2052	23,875.55	48.17	178.38	196.22	178.38	0.00	19,726.93	44,203.63
06/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
07/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
08/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
09/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
10/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
11/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
12/20/2052	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
01/20/2053	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
02/20/2053	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
03/20/2053	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
04/20/2053	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
05/20/2053	23,869.30	0.00	178.38	0.00	0.00	0.00	20,155.93	44,203.61
06/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
Totals	8,592,363.29	16,997.28	64,216.80	68,480.76	62,076.24	128,430.00	7,005,045.66	15,937,610.03

EXHIBIT C

MANDATORY COVENANTS

Capitalized terms not otherwise defined in this Exhibit C shall have the meanings ascribed to such terms in the Lease Agreement to which this Exhibit forms a part (the “**Lease**”) and the Master Indenture.

1. **Lessee Covenants:** Lessee acknowledges that the Premises secure Lessor's obligations under the Bond Documents. Accordingly:

1.1 Lessee covenants and agrees that so long as any bonds or loans remain outstanding, Lessee shall maintain the Premises as a charter school facility providing educational services to students within the territorial limits required, if any, pursuant to Lessee's charter.

1.2 Lessee covenants and agrees to take all reasonable actions to maintain its current or any future charter (“**Lessee's Charter**”) for the School with a sponsoring entity and to take or cause to be taken any and all actions required to renew or extend the term of its charter with a sponsoring entity. As soon as practicable, Lessee shall provide Lessor with a copy of any notice received with regards to any sponsoring entity's intent to renew or extend the term of any such charter or any notice of any issues that if not corrected or resolved could lead to termination or nonrenewal of any such charter. If such charter is terminated or not renewed, Lessee shall use commercially reasonable efforts, and shall cooperate with Lessor, to assign this Lease to an entity that maintains a charter with a sponsoring entity. In addition, Lessee shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and shall satisfy the student performance accountability standards stated in its application for its charter.

1.3 Lessee will permit the Lessor to discuss the affairs, finances and accounts of Lessee or any information the Lessor may reasonably request with appropriate officers of Lessee, and will grant the Lessor access to the facilities, books and records related to the Improvements or Lessee on any business day upon reasonable prior notice.

2. **Bondholder/Lender Protection Regarding Lessee Defaults:** At any time when there is a Security Instrument against the Premises, the following provisions shall apply:

2.1 Prior to exercising any right or remedy that would have the effect of terminating the Lease (or that would terminate the Lease if Lessee does not satisfy conditions, such as payment of delinquent Rents), the Lessor must give Lender written notice of default and an opportunity to cure (a) monetary defaults within ten (10) days after notice; and (b) all other defaults within the time allowed by the Lease for Lessee to perform.

2.2 Before any termination remedy may be exercised against Lessee, if any cure of a non-monetary default requires that Lender obtain possession of the Premises, then the time of Lender to cure shall be extended to ten (10) days after it has obtained possession, provided that Lessor has moved with all due diligence to exercise its remedies to obtain possession.

2.3 Before any termination remedy may be exercised against Lessee, if an Event of Default requires more time to cure than allowed above, then on demonstration that Lender has worked in good faith and with all due speed to cure the Default, Lender may extend the time to perform by another thirty (30) days.

2.4 Notwithstanding any other provision hereof, no lender shall have a liability or obligation to cure an Event of Default.

2.5 Lessee shall not take any action, or omit to take any action required of it by the Lease, that will impair or diminish the security of the existing Security Instruments, including any acts/omissions that will have a negative effect on the tax status of the Security Instrument.

3. **Lessee's Financial Covenants.** For purposes of this Exhibit C, all initially capitalized terms that are not otherwise defined herein shall have the meanings set forth in the Master Indenture, provided that any such definitions therein pertaining to the financial or operational performance of the Lessor (defined therein as a “**Member**”) shall be construed when used herein to refer to the financial or operational performance of Lessee. For clarity, the financial covenants set forth below shall be applied pursuant and subject to the provisions below. With respect to any retention of an Independent Consultant hereunder, Lessee hereby covenants that Lessee shall comply with and shall be bound by the selection procedures set forth in the Bond Documents.

3.1 **Liquidity Covenant.** Lessee shall calculate Consolidated Days Cash on Hand for the Obligated Group Schools as of the last day of each Fiscal Year, commencing with the later of the (i) Fiscal Year ending June 30, 2023, and (ii) immediately succeeding Fiscal Year commencing after the effective date of the Lease, based upon its audited financial statements for such Fiscal Year and file such reports with Master Trustee. For each calculation date, the Obligated Group Schools will maintain Consolidated Days Cash on Hand as of the last day of each Fiscal Year equal to or greater than 45 days.

3.1.1 “**Cash and Cash Equivalents**” means the sum of cash, cash equivalents, liquid investments, and unrestricted marketable securities (valued at the lower cost of market value) of the Obligated Group Schools.

3.1.2 “**Consolidated Days Cash on Hand**” means (i) the sum of Cash and Cash Equivalents of the Obligated Group Schools, as shown on Lessee’s audited financial statements for each Fiscal Year, and any State payments accrued to such Fiscal Year and scheduled to be received within three months following the end of such Fiscal Year (“**Cash on Hand**”); divided by (ii) the Average Daily Expenses for Obligated Group Schools (as calculated for the most recent Fiscal Year ending before such date).

3.1.3 “**Average Daily Expenses for Obligated Group Schools**” means (A) cash requirements during such Fiscal Year related to or payable from revenues attributable to the Obligated Group Schools (excluding from such calculation all depreciation and other non-cash items), and including within such calculation on behalf of the Obligated Group Schools in the aggregate (i) all Operating Expenses for such Fiscal Year for the Obligated Group Schools, (ii) subordinated Support Office Fees, and (iii) the sum of the Base Rent and School Loan

Repayments payable under the Leases and School Loan Agreements, respectively for all Obligated Group Schools between Lessee and any Member of the Obligated Group for that year or any other year, divided by (B) 365.

3.1.4 Lessee will provide a certificate to the Lessor and Master Trustee at the time of delivery of its annual audited financial statements for each Fiscal Year indicating whether Lessee, on behalf of the Obligated Group Schools, has met the requirement set forth above. If the certificate indicates that such cash balance requirement has not been met, Lessee covenants to retain an Independent Consultant at the expense of Lessee, on behalf of the Obligated Group Schools, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant on behalf of the Obligated Group Schools more often than once during any 24 month period.

3.1.5 In the event the Obligated Group Schools fail to have such an amount on deposit, it will not be a default or Event of Default under the Lease.

3.2 **Consolidated Payment Coverage Ratio Covenant.** Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Payment Obligation Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Lessor and the Master Trustee annually commencing with the later of the (i) Fiscal Year ending June 30, 2024, and (ii) Fiscal Year ending June 30 of the Fiscal Year in which the Lease is executed. Lessee also covenants to maintain its Net Operating School Revenue so that the Consolidated Payment Obligation Coverage Ratio at the end of each Fiscal Year is not less than 1.10 to 1.00; provided that, except as provided below, Lessee's failure to achieve the required Consolidated Payment Obligation Coverage Ratio will not constitute an Event of Default under any Lease or School Loan Agreement if Lessee promptly engages an Independent Consultant to prepare a report, to be delivered to Lessee, Lessor, and Master Trustee within 45 days of engagement, with recommendations for meeting the required Consolidated Payment Obligation Coverage Ratio, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant more often than once during any 24 month period. Notwithstanding the foregoing, Lessee's failure to achieve a Payment Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under the Lease.

3.2.1 **“Expenses”** has the meaning set forth in Section 0 of this Lease.

3.2.2 **“Gross School Revenues”** means all revenue, income, receipts and money received by Lessee or on behalf of Lessee from all lawfully available sources attributable to its operation of the School and to any other charter school operated by Lessee in the properties subject to the Lease, including from any applicable district or county or from the State pursuant to the Charter School Law from any general purpose entitlement, revenue limit, or State educational

funding sources; but excluding gifts, grants, bequests, donations and contributions, to the extent specifically restricted by the donor to a particular purpose inconsistent with their use for Rent payments or operating expenses. Any other income, revenue, receipts, contributions or other monies received by Lessee not specifically described in the immediately preceding sentence shall not constitute Gross School Revenues.

3.2.3 **“Net Operating School Revenue”** means Lessee’s Gross School Revenues minus its Operating Expenses; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group School Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

3.2.4 **“Obligated Group School Indebtedness”** means Indebtedness (as such term is defined in the Master Indenture) related to or payable from revenues of the School and to any other charter school operated by Lessee at the Facility subject to the Lease.

3.2.5 **“Operating Expenses”** means except as provided below, all unrestricted expenses of the Lessee, attributable to operations of the School and to any other charter school operated by the Lessee at the Facility, including maintenance, repair expenses, utility expenses, equipment lease and other rental expense (excluding the Base Rent, School Loan Repayments, and the Extraordinary Monthly Rent, if any, but including Expenses and Additional Rent), Ground Rent (unless such Ground Rent is expressly subordinated to the payment of amounts due under the Related Supplement), administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned herein, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by the Lessors. “Operating Expenses” shall exclude, however, (i) all subordinated Support Office Fees, (ii) depreciation and amortization, (iii) one-time expenses, and (iv) any expenses which are treated as extraordinary in accordance with generally accepted accounting principles.

3.2.6 **“Support Office Agreement”** means any agreement between Lessee and a charter school, including charter schools operated or managed by Lessee, pursuant to which Lessee provides administrative services.

3.2.7 **“Support Office Fees”** means all Support Office Fees, if any, paid to Lessee in connection with administrative services provided and related to or payable from revenues attributable to the School and to any other charter school operated by Lessee on the

property subject to the Lease. This fee shall be subordinate to the payment of Rent due under the Lease.

3.3 **Limitations on Liens on Gross School Revenues.** Except as provided in the Lease, Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon or pledge of the Gross School Revenues, except Permitted Liens (as defined in the Master Indenture).

3.4 **Use of Public Moneys.** Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the School a violation or breach of any California statute, rule or regulation governing the use of those moneys. In addition, Lender shall be a third party beneficiary under the Lease with respect to this provision of the Lease.

3.5 **Use of Intercept Moneys.** Lessee covenants that all funds subject to the Intercept shall only be transferred to a Related Bonds Trustee for Related Bonds issued by the California School Finance Authority.

3.6 **Subordination of Support Office Fees.** If a School enters into a Support Office Agreement for the payment of Support Office Fees to Lessee or any supporting organization of Grupo Nuevo Los Angeles under Internal Revenue Code Section 509(a)(3), or any of their respective affiliates, with respect to the School, Lessee shall amend any such Support Office Agreement for the School such that, so long as Bonds remain outstanding: (i) the obligation of Lessee to pay Support Office Fees relating to the School shall be subordinate to its payment of operating expenses of the School and rent payments to Lessor under this Lease; (ii) the obligation of Lessee to pay Support Office Fees relating to the School shall be suspended for any such time as the payment of Support Office Fees would cause Lessee to fail to meet any of the financial covenants contained in Sections 3.2 or 3.4 of the Master Indenture; and (iii) during any period of time when Support Office Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate administrative services provider with respect to the School, Lessee agrees that it shall not apply any Gross School Revenues to costs and expenses of administrative services unless and until all Rent is fully paid and the Loan is not in default.

3.7 **Approval of Engagement of Independent Consultant.** Whenever the Lease provides for the retention or engagement of an Independent Consultant by Lessee, such Independent Consultant will be engaged in the manner as set forth herein.

Upon the selection by Lessee of an Independent Consultant as required under the provisions of the Lease, the Lessor will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (i) include the name of the Independent Consultant and a brief description of the Independent Consultant, (ii) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of the Lease that require the Independent Consultant to be engaged, and (iii) state that the Holder of the Outstanding Related

Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the applicable Lessor is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, Lessee will select another Independent Consultant which may be engaged upon compliance with the procedures described herein.

3.8 **Pledge of Gross School Revenues.** To secure the payment and performance of its obligations under the Lease, Lessee hereby pledges to Lessor and grants Lessor a security interest in the Gross School Revenues. From time to time, Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of Lessee under the Lease and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Lessor under this Lease shall have no recourse under this Lease to, any funds or assets of Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

3.9 **Financial Reporting.** Upon written request of the Borrower, Bond Trustee, or Master Trustee, Lessee agrees to provide the Borrower, and upon written request of the Bond Trustee or Master Trustee, to the Bond Trustee or Master Trustee, the following information:

3.9.1 If Lessee is undertaking any construction at the Premises, not later than 60 days after the end of each fiscal quarter of Lessee, a construction progress report with respect to such construction, until such construction is substantially complete.

3.9.2 Quarterly unaudited financial information and operating data of the Obligated Group Schools not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023.

3.9.3 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a report of the Obligated Group Schools' quarterly enrollment data by grade for the previous fiscal quarter.

3.9.4 Once adopted, a copy of the annual budget of the Obligated Group Schools for the subsequent Fiscal Year.

3.9.5 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a year to date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable fiscal year.

3.9.6 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a copy of any recommendations of any Independent Consultant received in accordance with the Master Indenture pursuant to the Liquidity Covenant and Payment Coverage Ratio covenant under the Leases described above.

3.9.7 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, copies of the audited financial statements of Lessee and the Obligated Group Schools for the prior fiscal year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

3.9.8 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, the certifications and calculations of the Days Cash on Hand for the Obligated Group Schools and the Consolidated Payment Coverage Ratio for the Obligated Group Schools as described in the Liquidity Covenant and Consolidated Payment Coverage Ratio covenant under the Leases described above.

3.9.9 Such other information as may be reasonably requested by the Borrower, the Authority, the Trustee or the Master Trustee.

3.10 **Limitations on Obligated Group School Indebtedness.** Lessee covenants that it will not incur, assume or guarantee (“**incur**”) any Obligated Group School Indebtedness (secured or unsecured), except Obligated Group School Indebtedness with respect to purposes specifically benefiting Lessee, and except as provided below.

3.10.1 **Nonrecourse Indebtedness.** To the extent permitted by applicable law and if no Breach under the Leases, or an event that with the giving of notice or passage of time or both would constitute an Breach under the Leases, has occurred and is continuing, Lessee may incur or assume Nonrecourse Indebtedness (as defined below), but limited with Short-Term Indebtedness (as defined below), and Interim Indebtedness (as defined below) to a total aggregate principal amount outstanding at any time that is not in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) the maximum amount of advance apportionment and principal apportionment due to the Obligated Group Schools in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments (collectively “**Maximum Deferred Apportionment**”).

3.10.2 **Short-Term Indebtedness.** Lessee may incur Short-Term Indebtedness (as defined below) for working capital purposes as in its judgment is deemed expedient, provided that in no event will Lessee incur Short-Term Indebtedness, together with outstanding Nonrecourse Indebtedness and Interim Indebtedness (as defined below) in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.3 **Interim Indebtedness.** Lessee may incur Interim Indebtedness (as defined below) as in its judgment is deemed expedient, provided that in no event will Lessee incur

Interim Indebtedness, together with outstanding Nonrecourse Indebtedness and Short-Term Indebtedness, on a combined basis, is in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.4 **Facility Leases.** Obligated Group School Indebtedness consisting of leases for charter school facilities, the term of which do not exceed two years (including any term extension options), may be incurred without limitation. A lease for a charter school facility with a term exceeding two years (including any term extension options) shall not be considered Nonrecourse Indebtedness subject to the tests therefor set forth above, but may be incurred if an Independent Consultant selected by Lessee provides a written report to the Master Trustee (A) setting forth projections which indicate forecasted Payment Coverage Ratio for each of the fiscal years under the term of such lease, taking into account such lease, of not less than 1.10:1.00.

3.10.5 “**Interim Indebtedness**” means all Obligated Group School Indebtedness having an original maturity less than or equal to five years and not renewable at the option of Lessee for a term greater than five years from the date of original incurrence or issuance.

3.10.6 “**Nonrecourse Indebtedness**” means all Obligated Group School Indebtedness with respect to which the obligee is prevented by applicable law or contractual arrangement from exercising recourse, or any other right or remedy exercisable by a creditor, against all or any part of the Premises or the Improvements in order to pay, satisfy or discharge all or any part of the Obligated Group School Indebtedness.

3.10.7 “**Short-Term Indebtedness**” means all Obligated Group School Indebtedness having an original maturity less than or equal to one year and not renewable at the option of Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Short-Term Indebtedness that has been issued as revenue anticipation notes (“**RANS**”) will not be included or counted as Short-Term Indebtedness to the extent that the RANS are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANS.

EXHIBIT D

Form of Intercept Notice

Notice to the State Controller Pursuant to Education Code Section 17199.4

[Insert Date]

Re: California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023B (Taxable)

WHEREAS, GRUPO NUEVO LOS ANGELES (the “Borrower”) has entered into a Loan Agreement, dated as of [date], by and between the California School Finance Authority (the “Authority”) and the Borrower, providing for a loan (the “Loan”) for the acquisition and construction of charter school facilities to be owned by the Borrower and Leased to CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation, which operates Camino Nuevo Charter Academy, a school established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the “Lessee”) (CDS #19-64733-6117667; and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the “Bonds”) to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(a)(1) AND (4) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “State Controller”), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on January 17, 2023, and Section 17199.4(A)(1) and (4) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the “State Intercept” column set forth on Schedule I attached hereto, directly to Wilmington Trust, National Association, as trustee (the “Trustee”), for the Bonds. If the amount transferred on any transfer date is less than the amount in the “State Intercept” column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to

U.S. Bank Trust Company, National Association
[Insert Address]

(Signature on next page)

(Signature page to intercept notice)

CAMINO NUEVO CHARTER ACADEMY,
as operator of
Camino Nuevo Charter Academy

By: _____
Name: _____
Title: _____

Schedule 1

Intercept Payment Amounts and Dates

(Remainder of page intentionally left blank)

Coversheet

Updated Lease for Dalzell Campus

Section: V. Contracts and Leases
Item: E. Updated Lease for Dalzell Campus
Purpose: Vote
Submitted by:
Related Material: CNCA 2023 Bonds Dalzell Lease EXECUTED.pdf

LEASE AGREEMENT

between

3500 WEST TEMPLE LLC
a California limited liability company,
as Lessor

and

CAMINO NUEVO CHARTER ACADEMY,
a California nonprofit public benefit corporation,
as Lessee

for the use and occupation of the subject premises
in the operation of the charter school known as

CAMINO NUEVO HIGH SCHOOL NO. 2

dated as of May 1, 2023

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LEASE AGREEMENT

This LEASE AGREEMENT (“**Lease**”) dated, for reference purposes only, as of May 1, 2023, is made by and between 3500 WEST TEMPLE LLC, a California limited liability company (“**Lessor**”), and CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). This Lease is for the use and occupancy of the subject Premises by Lessee in the operation of the charter school known as “Camino Nuevo High School No. 2,” CDS #19-64733-0127910, or such other charter school as Lessee may operate on the Premises (the “**School**”). This Lease amends and restates, effective as of the Commencement Date (as defined below), that certain Lease Agreement relating to the Premises (as defined below) dated as of December 1, 2013, (the “**Prior Lease**”) between the Parties with a term originally expiring January 1, 2024.

FOR VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged: the parties hereby agree as follows:

1. **Basic Provisions.**

1.1 Premises. The real property and improvements commonly referred to as 3500, 3501, 3513, and 3515 West Temple Street and 325 North Hoover Street, Los Angeles, CA 90004, legally described on Exhibit A attached hereto, is referred to herein as the “**Premises.**” With respect to the portion of the Premises known as 3500 West Temple Street, Los Angeles, CA 90004 (Parcels 1-4 on Exhibit A), this Lease constitutes a sublease of the rights and interests of Lessor under that certain Ground Lease dated as of March 20, 2006, by and between Lessee, as ground landlord, and Lessor, as successor to Pueblo Nuevo Development, as ground tenant, as amended by a First Amendment to Ground Lease dated as of May 1, 2023, (the “**Ground Lease**”) and is subject to the terms and conditions of the Ground Lease. Lessee assumes and agrees to perform all obligations of Lessor under the Ground Lease on or before the due date of such obligations. Lessee assumes and agrees to perform all obligations of the Borrower (as defined below), under the Agreement Number C-115709 of City Contracts Between the City of Los Angeles and Pueblo Nuevo Development Relating to the Camino Nuevo Charter Academy Soccer Field Project dated July 15, 2009, as amended by a First Amendment thereto dated as of as of May 5, 2010, on or before the due date of such obligations.

1.2 Term. The term of this Lease (the “**Term**”) shall commence on the date of the making of the Loan (as defined below) (the “**Commencement Date**”), and shall end on June 30, 2057 (the “**Expiration Date**”). (See also Section 3 below.) In accordance with the terms of the Loan Agreement (as defined in Section 1.5 below), this Lease may be terminated by Lessee by Lessee’s depositing with the Master Trustee (as defined in Section 1.5 below) sufficient cash or securities to redeem or defease the entire principal amount of the Bonds (as defined in Section 1.5 below), together with accrued interest to the redemption date.

1.3 Extension Option. Not applicable.

1.4 Rent. During the Term, Rent, as described in Section 4.1, shall be payable by Lessee to Lessor.

1.5 The Bonds. The California School Finance Authority (“**Lender**”) is making loans (the “**Loan**”) to Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (the “**Borrower**”), pursuant to a Loan Agreement dated as of May 1, 2023, (the “**Loan Agreement**”), by and between Lender and the Borrower and approved by Lessor. The Loan will be funded by the proceeds of Lender’s Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the “**Bonds**”) to be issued pursuant to an Indenture (the “**Indenture**”) between Lender and U.S. Bank Trust Company, National Association, as Trustee (the “**Bond Trustee**”). In connection with the issuance of the Bonds, the Borrower, as the obligated group representative (the “**Obligated Group Representative**”), Lessor and other limited liability companies of which the Borrower is the sole member, as the initial members (“**Initial Members**”) of an obligated group (the “**Obligated Group**”), and U.S. Bank Trust Company, National Association, as master trustee (the “**Master Trustee**”), will enter into a Master Indenture of Trust dated as of May 1, 2023, (the “**Master Indenture**”) and a related Supplemental Master Indenture for Obligation No. 1 dated as of May 1, 2023, (the “**Supplemental MTI No. 1**”) and, pursuant to Supplemental MTI No. 1, the Obligated Group Representative will issue its Obligation No. 1 in the par amount of the Bonds in favor of the Master Trustee. The Loan Agreement, the Indenture, the Master Indenture, the Supplemental Master Indenture for Obligation No. 1, Obligation No. 1, and any related documents and instruments are collectively referred to herein as the “**Bond Documents.**”

1.6 Refinancing of Loan. Upon any refinancing of the Loan, the term “Loan Agreement” shall thereafter refer to the agreement for the refinancing of the Loan, the term “Loan” thereafter shall refer to the refinancing loan, and the term “Lender” thereafter shall refer to the lender making the refinancing loan, but otherwise all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect.

1.7 The Intercept. In order to provide for secure and orderly payment of the Base Rent component of Rent and for the payment of the Bonds out of such Base Rent payments, on or before the Commencement Date Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit D attached hereto (the “**Intercept Notice**”), to the State Controller of the State of California (the “**State Controller**”). Amounts specified in the Intercept Notice for transfer to the Bond Trustee shall be limited to State Apportionments. Lessee shall, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate to cause transfers to the Bond Trustee to pay any changed amount of Base Rent due under this Lease (including without limitation changes resulting from redemption or defeasance of Bonds prior to maturity) and to cure any delinquency in payment of such amounts, and shall deliver such amended, supplemented, or restated Intercept Notice to the State Controller not later than the twentieth (20th) calendar day of the month immediately preceding the month with respect to which such payment is due. Lessee will cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with amending, supplementing, or restating the Intercept Notice. If at any time, the Intercept Notice is amended, supplemented, or restated for any reason, Lessee shall promptly provide Lender and the Bond Trustee with a copy of such amended, supplemented, or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee on account of Additional Rent, on account of rent or other amounts payable by or for the account of the School to affiliates of Lessor under separate agreements, or for other purposes set forth in the Indenture; provided,

that Lessee shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from payments by the State Controller pursuant to the Intercept Notice from time to time shall be made at the corporate trust office of the Bond Trustee set forth in the Intercept Notice. Lessee shall timely amend, supplement, or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee to Lessee.

1.8 Capitalized Terms. Unless otherwise defined herein, all capitalized terms used herein shall have the meanings ascribed to such terms in the Loan Agreement, the Indenture, the Master Indenture or, if not defined therein, in the Supplemental Master Indenture for Obligation No. 1.

2. Premises.

2.1 Letting. Lessor hereby leases and hires to Lessee, and Lessee hereby leases and hires from Lessor, the Premises, for the Term, at the Rent, and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 Condition of Premises. Lessee currently occupies the Premises pursuant to the terms of the Prior Lease. On the Lease Commencement Date, Lessee accepts the Premises in its as-is condition.

3. Term.

3.1 Term. The Lease Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.2.

4. Rent; Additional Rent; Expenses.

4.1 Rent Defined. Subject to the terms of this Lease, “**Rent**” is defined as and shall consist of the sum of (i) Base Rent, (ii) Additional Rent, (iii) Extraordinary Monthly Rent, and (iv) Expenses (all as defined below), together with all other monetary obligations of Lessee to Lessor or to third parties arising under the terms of this Lease.

4.2 Base Rent. “Base Rent” is listed in Schedule B to this Lease. So long as the Loan is outstanding, during the term of this Lease, the “Base Rent” shall be payable in accordance with the schedule set forth in Exhibit B, subject to downward adjustment in the event of any redemption or defeasance of all or a portion of the Bonds or prepayment of all or a portion of the Loan. In the event of redemption or defeasance of all the Bonds prior to the Expiration Date such that no Bonds remain outstanding and prepayment of all of the Loan prior to the Expiration Date and without termination of this Lease, commencing on the first day of the first calendar month following such defeasance, redemption, or full prepayment, the Base Rent shall be \$100.00 per month.

4.3 Additional Rent. Lessee shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Lessor on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Lessor. The amount projected as Additional Rent during the Term, assuming no

Extraordinary Monthly Rent, is as set forth on Exhibit B. “Additional Rent” shall include the following:

(a) All amounts required to reimburse Lessor, or satisfy Lessor's obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that the Borrower is obligated to pay under the terms of the Loan Agreement, including, but not limited to, such amounts as described in the Loan Agreement.

(b) Any other amounts required to be paid by the Lessor in order for the Lessor to meet its obligations under the Bond Documents on a full and timely basis.

4.4 Extraordinary Monthly Rent. In the event that Lessee receives a notice (an “**Extraordinary Monthly Rent Notice**”) from either the Lessor or the Related Bond Trustee (as defined in the Master Indenture) stating the Related Bond Trustee has not received the payment of Rent with respect to a Related Project on or before that date that such required payment is due, then the Lessee shall pay the Extraordinary Monthly Rent to the Related Bond Trustee within three business days after the Lessee's receipt of the Extraordinary Monthly Rent Notice. Lessor covenants to immediately provide Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture. “**Extraordinary Monthly Rent**” means the amount set forth in such Extraordinary Monthly Rent Notice, which shall be Lessee's Proportionate Share of the Extraordinary Monthly Rent. “**Proportionate Share**” means the amount required to be paid by Lessee to ensure that all of the required Rent and School Loan Repayments with respect to all of the Related Projects have been timely made, said amount to be determined from time to time for Lessee in proportion to Lessee’s respective share of Gross School Revenues attributable to the operation of the respective Obligated Group School and for Pueblo Nuevo Education and Development Group (“**Pueblo Nuevo**”) in proportion to Pueblo Nuevo’s administrative services fees or other revenues attributable to the provision of services to the Obligated Group Schools. There is no assurance that the amount of Extraordinary Monthly Rent will be sufficient to cover any Rent not paid by any other Related Project. If payable, Extraordinary Monthly Rent shall be a component of Rent.

4.5 Expenses. Lessee shall be responsible for all Expenses, which Lessee shall pay directly to the providers of any of the items comprising Expenses prior to delinquency, or shall pay to or reimburse Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon. “**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises (referred to in this Section 4.5 as the “**Facility**”), as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Facility, the aggregate of the “**Maintenance Expenses**” and the “**General Expenses**” set forth below:

(i) “**Maintenance Expenses**” means all costs of maintaining and repairing the Facility, the parking area, athletic fields and other portions of the Facility, deferred

maintenance, installing or extending service systems and other built-in equipment, and improving the Facility, including without limitation all of the following:

a. All maintenance, replacement and repair costs of air conditioning, heating and ventilation equipment and systems, elevators (if any), landscaping, service areas, parking lots, athletic fields, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, structural components of the Facility, and cost of compliance with applicable laws (including any required upgrades or retrofitting).

b. Supplies, materials, labor, equipment, and utilities used in or related to the repair and maintenance of the Facility and such common areas.

c. Capital improvements made to the Facility (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Facility.

d. Amounts payable under the Ground Lease that are similar in nature to the foregoing.

(ii) “**General Expenses**” means all of the following, to the extent not included in Maintenance Expenses:

a. Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor.

b. Water, sewage, and waste or refuse removal charges.

c. Gas, electricity, telephone and other utilities.

d. The cost of monthly or annual contracts for systems or services such as alarm systems, security systems, internet services, janitorial services or landscaping services.

e. All janitorial, cleaning, landscaping, sweeping and repair services relating to the Facility.

f. The costs of signs and directories.

g. The cost of compliance with applicable laws.

h. Reasonable costs incurred by Lessor for operating expenses, including the day-to-day management (if any), including the cost of management personnel (if any), together with any of Lessor’s administrative expenses such as state filings, preparation of tax returns or notices, and all taxes, charges, or fees in connection therewith to the extent related to the Facility.

i. Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.3 below), if any.

j. Amounts required to be paid as deductibles in connection with any insurance required under the Bond Documents.

k. Any other costs or expenses incurred by Lessor under this Lease, excluding depreciation of the Facilities.

l. Amounts payable under the Ground Lease that are the responsibility of the Lessor and not otherwise paid pursuant to any other provisions of this subsection.

4.6 Property Tax. Lessee uses the Premises exclusively for public school purposes, and therefore the Premises may be exempt from ad valorem property taxes. Lessee shall be responsible for the application to the Los Angeles County Tax Assessor for such tax exemption on an annual basis. Lessor shall cooperate with Lessee in obtaining such exemption, and shall execute any application for a tax exemption for the Premises. Any tax refunds and/or tax exemptions received by or granted to Lessor, based on Lessee's tax exempt status during the term of this Lease, shall be credited toward Lessee's Expenses payable under this Lease.

4.7 Payment. All Rent required to be paid in monthly installments shall be paid as specified in Exhibit B. All Rent shall be paid in lawful money of the United States, without any abatement, deduction or offset whatsoever (except as specifically provided herein), and without any prior demand therefore. All Rent shall be paid to the Master Trustee for deposit in the Gross Revenue Fund (as that term is defined in the Bond Documents), and at such address as the Master Trustee notifies Lessee, or at such other place as Lessor may designate from time to time, with the approval of the Master Trustee as long as Lessor has any obligations pursuant to the terms of the Bond Documents. Notwithstanding the foregoing, Lessee shall receive a credit for Rent owed to Lessor to the extent the Bond Trustee receives monies on behalf of Lessee under the Intercept. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Subject to the terms of the Bond Documents, and so long as any of the Bonds or the Loan remains outstanding, Lessee shall, through the Intercept Notice, cause the State Controller to transfer the portion of the State Apportionment described in the Intercept Notice and attributable to the School to the Bond Trustee for deposit in the Revenue Fund (as defined in the Indenture). Lessor shall have the right, but not the obligation, to collect and impound, in advance, any or all components of Expenses or other Rent based upon Lessor's reasonable estimate of Lessee's future liability for such amounts for any calendar year or other period selected by Lessor. At the end of the calendar year or other period with respect to which any such estimate was prepared, Lessor shall reconcile Lessee's actual obligation for such component of Expenses or other Rent and the estimated amounts previously paid by Lessee.

4.8 Late Charge and Interest on Rent in Default. If any Rent is not received by or one behalf of Lessor from Lessee within ten (10) calendar days after Lessor has notified Lessee in writing that payment has not been received by Lessor, then Lessee shall immediately pay to Lessor a late charge equal to five percent (5%) of such delinquent rent as liquidated damages for Lessee's failure to make timely payment, by paying such sum to the Master Trustee for deposit in the Gross Revenue Fund. In no event shall this provision for a late charge be deemed to grant to Lessee a grace period or extension of time within which to pay any rent or prevent Lessor from exercising any right or remedy available to Lessor upon Lessee's failure to pay any rent due under this Lease

in a timely fashion. If any Rent remains delinquent for a period in excess of thirty (30) days then, in addition to such late charge, Lessee shall pay to Lessor interest on any rent that is not paid when due at the Default Interest Rate from the date such amount became due until paid by paying such sum to the Master Trustee by depositing the same in the Gross Revenue Fund.

4.9 Budgeting Rent. Without limiting the provisions of Exhibit C, Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.10 Accounting. Without limiting the provisions of Exhibit C, if Lessor requests in writing, Lessee agrees to provide Lessor with an annual, or more frequent, accounting of the Expenses paid for Lessee's most recent fiscal year.

4.11 Source of Rent Payments.

(a) Notwithstanding anything in this Lease to the contrary, Lessee's obligation to pay the Rent and the other monetary payments provided for in this Lease to any person or entity, including the Lessor, Lender, or Bond Trustee, and their respective successors and assigns, is limited to, and shall not exceed, Gross School Revenues (as defined in Exhibit C), if any, and under no circumstances shall Lessee be required to advance any moneys derived from any source of income other than, or pay Rent or any other monetary obligation under this Lease which is in excess of, the Gross School Revenues, nor shall any other funds or property of Lessee be liable for the payment of Rent or any other monetary obligation under this Lease, and such persons and entities shall look exclusively thereto for satisfaction of any claims hereunder. Lessor covenants that it shall not take recourse against Lessee with respect to the failure by Lessee to make any payment under this Lease except recourse to the Gross School Revenues.

(b) Nothing contained in this Section shall be construed to release Lessee from the performance of any of the agreements on its part herein contained, and in the event Lessee shall fail to perform any such agreements on its part, Lessor may institute such action against Lessee as Lessor may deem necessary to compel performance so long as such action does not abrogate the limitation of liability of Lessee contained in the first sentence of this Section. Lessee may, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons which Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request.

5. Mandatory Covenants.

5.1 Specific Covenants Related to the Loan. For so long as the Loan is outstanding and has not been defeased or for so long as any obligations under the Loan Agreement remain outstanding, the provisions of Exhibit C shall be applicable for the benefit of Lessor and the Lender.

6. Use.

6.1 Agreed Use. In addition to any other restrictions on Lessee's use of the Premises, the Premises shall be used by Lessee for the School, for any related and ancillary school and educational purposes, any related administrative purposes, and any related incidental legal uses. Notwithstanding the foregoing, Lessee shall use and occupy the Premises only for “educational facilities” as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code (the “Code”) as an organization described in Code Section 501(c)(3) and that qualifies as an “educational organization” as described under Code Section 170(b)(1)(A)(ii); provided that Lessee shall not rent the Premises as residential rental property to others, or permit any sublessee to rent the Premises as residential rental property to others.

6.2 Hazardous Substances. Without limiting the generality of the foregoing, Lessee shall comply with all obligations and the Bond Documents related to Hazardous Substances and Environmental Regulations, to the extent applicable to the Premises or Lessee's use and occupancy thereof.

7. Maintenance; Repairs.

7.1 Lessee Fully Responsible. During the Term, except in cases of damage or destruction due to casualty loss, or in the event of Condemnation, and except in case of the initial construction of the Improvements, all repair, maintenance, restoration, retrofitting, construction or reconstruction with respect to the Improvements shall be the sole responsibility of Lessee, and Lessor shall have no duty to undertake any such repair, maintenance, restoration, retrofitting, construction or reconstruction, or to pay any costs of the same. Provided, however, that Lessor shall provide Lessee access to the moneys in the Repair and Replacement Fund, and to any moneys in the Insurance and Condemnation Proceeds Fund to the extent necessary or appropriate to pay the costs of or to reimburse Lessee for its obligations hereunder, in accordance with the terms and provisions of the Indenture related to the Repair and Replacement Fund and the Insurance and Condemnation Proceeds Fund.

7.2 Compliance With Applicable Requirements. If any applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “Applicable Requirements”) require, during the Term, the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises, Lessee hereby agrees to undertake and complete such construction, alteration, remediation, reinforcement or other modification, and the costs therefor shall be incurred solely by Lessee.

7.3 Liens. Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in, on, or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and

shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 Ownership of Improvements; Removal; Surrender; and Restoration.

(a) **Ownership.** All Improvements shall be the property of Lessor. Any additional improvements constructed and paid for by Lessee itself shall, at the expiration or termination of this Lease, at the option of Lessor, (i) be removed by Lessee or (ii) become the property of Lessor and be surrendered by Lessee with the Premises

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the parts, and surfaces thereof broom clean and free of debris, and in good operating order, condition, and state of repair, ordinary wear and tear excepted. Lessee shall repair any damage occasioned by the installation, maintenance, or removal of any of its furnishings, and equipment. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire.

8. Insurance; Indemnity.

8.1 Liability. Lessee shall keep in force such liability insurance policies and in such amounts as required to meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an "Expense" hereunder.

8.2 Premises. Lessee shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Lessor, with loss payable to Lessor or, if required under the Bond Documents, to any lender, including the Bond Trustee and the Master Trustee, insuring loss or damage to the Premises. The amount of such insurance shall meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an "Expense" hereunder.

8.3 Rental Interruption. Lessee shall also obtain and keep in force, for the benefit of Lessor, rental interruption insurance insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Additional Rent and Expenses otherwise payable by Lessor hereunder covering a period of at least 12 months. The limits of such insurance shall be based upon the highest monthly amount of Base Rent and Additional Rent shown on Exhibit B, as revised from time to time. The premium for such insurance shall be paid by Lessee and shall be deemed an "Expense" hereunder.

8.4 Waiver of Subrogation. Without affecting any other rights or remedies, Lessee and Lessor each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.5 Indemnity. Except for Lessor's negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 Exemption of Lessor from Liability. Unless caused by Lessor's negligence or willful misconduct, Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 Insurance Requirements of Bond Documents. The foregoing notwithstanding, for so long as the Loan is outstanding, Lessee shall be deemed to meet its insurance obligations as set forth in this Section 8.7 if it carries, and it hereby agrees to carry, the insurance required to meet the terms of the Bond Documents, as such requirements may change from time to time. Without limiting the foregoing, for so long as the Loan is outstanding, Lessee shall cause the Bond Trustee, Master Trustee and Lessor to be named as additional insureds on Lessee's liability insurance and Bond Trustee and Master Trustee as mortgagees and loss payees on property insurance policies.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Damage"** shall mean damage or destruction to the improvements on the Premises from fire or other casualty.

(b) **"Insured Loss"** shall mean Damage that was caused by an event required to be covered by the insurance described in Section 8, irrespective of any deductible amounts or coverage limits involved.

9.2 Damage. Subject to the terms of the Master Indenture, Lessor shall be entitled to any and all insurance proceeds that are available as a result of any Insured Loss, and shall make such insurance proceeds available to Lessee, which shall proceed to reconstruct the Improvements subject to such Damage to their condition existing immediately prior to the Damage, utilizing available insurance proceed and any amounts voluntarily contributed by Lessee. If Lessor elects not to undertake such restoration, Lessee may (i) if such damage is material, terminate this Lease by providing written notice to Lessor, and to the Bond Trustee, Master Trustee and Lender, within

30 days after receipt by Lessee of Lessor's notice of its election not to undertake such restoration, or (ii) using available insurance proceeds, restore and rebuild the Premises, so long as the following conditions are met:

(a) The amount of insurance proceeds that are available for restoration, plus any funds that may have been deposited by Lessee, are sufficient to restore and rebuild the Premises to their character, condition and utility immediately prior to the casualty (or to such other condition as Lessee reasonably demonstrates will generate sufficient revenue for Lessee to meet its obligation to pay all Rent thereafter accruing);

(b) The amount of available proceeds of rental interruption insurance plus any funds deposited by Lessee equals an amount determined by Lessor to be sufficient to pay the Rent accruing during the period between the date of such casualty and the date the restoration or rebuilding is substantially completed.

(c) The restoration or rebuilding is estimated by Lessor to be completed at least twelve (12) months prior to the Maturity Date of the Bonds.

(d) In lieu of making any deposit of funds as described above, Lessee shall have the right to provide other assurances of the payment of restoration costs and Rent acceptable to Lessor in its sole discretion, such as a letter of credit.

9.3 Damage—Uninsured Loss. If Damage that is not an Insured Loss occurs, (a) Lessee may repair such damage as soon as reasonably possible at Lessee's expense, in which event this Lease shall continue in full force and effect or, (b) if Lessee elects not to undertake such repair, and such Damage is material, Lessor or Lessee may terminate this Lease by providing written notice to the other party, and to Bond Trustee, Master Trustee and Lender, within 30 days after receipt by Lessor of knowledge of the occurrence of such Damage.

9.4 Waive Statutes. Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith, including California Civil Code Sections 1932(2) and 1933(4).

10. Real Property Taxes.

10.1 Definition. As used herein, the term "**Real Property Taxes**" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Lessee shall timely file for exemption from any Real Property Taxes and shall maintain such exemption during the Term. In any event, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed, or imposed.

10.3 Personal Property Taxes. Lessee shall timely file for exemption from any taxes fixtures, furnishings, equipment, and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed, or imposed after an exemption for such taxes is filed as required hereunder.

11. Assignment and Subletting.

11.1 By Lessee. Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which shall not be unreasonably withheld). Lessee acknowledges that, pursuant to the Bond Documents, Lessor may be required to obtain the Lender's approval to a sublease, assignment or other transfer of Lessee's interest in this Lease and that Lessor's disapproval shall be deemed reasonable if based on any such disapproval by Lender. Lessee acknowledges that the financing of the Premises through the Tax-Exempt Bonds may restrict the assignees which could be approved by Lessor. In addition, Lessee shall not sublease, assign, mortgage, pledge, hypothecate, or encumber this Lease unless it receives an Opinion of Bond Counsel confirming that such action will not result in use or operation of the Premises not in conjunction with a charter school under the Act.

11.2 By Lessor. Lessee acknowledges that Lessor's interest in the Premises are subject to a deed of trust in favor of the Master Trustee and that certain of the Lessor's rights under this Lease are assigned to the Master Trustee as security for the Bonds under the Master Indenture of Trust.

12. Default; Event of Default; Remedies.

12.1 Default; Event of Default. A “**Default**” is defined as a failure by Lessee to comply with or perform any of the terms, covenants or other obligations of Lessee under this Lease. An “**Event of Default**” is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond required hereunder, or to fulfill any obligation under this Lease that endangers or threatens life or property, where such failure continues for a period of ten (10) business days following written notice to Lessee.
- (c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect, and is not promptly corrected.

(d) Except as provided in Section 3 of Exhibit C attached hereto, Lessee violates or fails to observe or perform any of the financial covenants of Lessee set forth in Section 3 of Exhibit C attached hereto and fails to cure the same within any notice or grace period contained in Exhibit C.

(e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d) above, where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Default if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion.

(f) The occurrence of any of the following events: (i) Lessee's making of any general arrangement or assignment for the benefit of creditors; (ii) Lessee's becoming a "debtor" as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (g) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

12.2 Remedies. Upon the occurrence of any Event of Default, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy that Lessor may have by reason of such Event of Default:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent that had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent that would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or that in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor and the Authorities, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Event of Default of this Lease shall not waive Lessor's right to recover damages under

Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and an Event of Default under this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue this Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

12.3 Default Interest. Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest computed at the rate of 10% per annum (but not in excess of the maximum rate allowed by law) ("**Default Interest Rate**") from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments.

12.4 Lessor Self Help. If Lessee fails to perform any of its affirmative duties or obligations (other than compliance with the covenants and financial reporting requirements pursuant to Section 5 and Exhibit C), Lessor may, at its option, perform such duty or obligation on Lessee's behalf including, but not limited to, the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor.

13. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "Condemnation"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Loan Agreement, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the

property of Lessor. Subject to the terms of the Loan Agreement, if the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor.

14. Estoppel Certificates. Each Party (as “**Responding Party**”) shall within ten (10) days after written notice from the other Party (the “**Requesting Party**”) execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current “**Estoppel Certificate**” form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. Definition of Lessor. The term “**Lessor**” as used herein shall mean the owner or owners at the time in question of the Lessor's interest under this Lease. Upon any transfer of such interest in the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the succeeding Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

16. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. Days. Unless otherwise specifically indicated to the contrary, the word “days” as used in this Lease shall mean and refer to calendar days. “**Business Day**” means any day other than a Saturday, a Sunday or a day on which banking institutions in the city in which the Principal Corporate Trust Office (as defined in the Indenture) is located are authorized or obligated by law or executive order to be closed.

18. Limitation on Liability. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease. No member, officer, agent or employee of Lender or any director, officer, agent or employee of the Bond Trustee, Master Trustee, Lessor or Lessee shall be individually or personally liable for the payment of any amounts hereunder or be subject to any personal liability or accountability by reason of the execution and delivery of this Lease; but nothing herein contained shall relieve any such member, director, officer, agent or employee from the performance of any official duty provided by law or this Lease.

19. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. No Prior or Other Agreements. Subject to the terms of the Bond Documents, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of this Lease will not, to the best of the Party's knowledge, constitute a violation under any material agreements to which such Party is a party.

21. Notices.

21.1 Notice Requirements. Unless otherwise provided herein, all notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given (a) if hand delivered or delivered by courier, when delivered to the appropriate notice address, or (b) if mailed by first class mail, postage prepaid, six Business Days after deposit in the United States mail addressed to the appropriate notice address. Any telecopy or other electronic transmission received by any party after 4:00 p.m., local time, as evidenced by the time shown on such transmission, shall be deemed to have been received the following Business Days. The parties listed below may, by notice given hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent. Any notice required or permitted hereunder shall be directed to the following notice address:

21.2 Addresses.

Lessor: 3500 West Temple LLC
c/o Grupo Nuevo Los Angeles
3435 W. Temple Street
Los Angeles, CA 90026
Attention: Chief Executive Officer

Lessee: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attention: Chief Executive Officer

Lender (during the time the Loan is outstanding):

California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 550
Los Angeles, California 90013
Attention: Executive Director

22. Waivers. No waiver by Lessor of the Default or Event of Default of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Event of Default by Lessee of the same or of any other term, covenant or condition hereof.

23. No Right To Holdover. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

24. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Los Angeles; provided, that any litigation in which Lender is a party concerning this Lease shall be initiated in Sacramento County, California.

27. Lessor's Access; Showing Premises; Repairs. Lessor shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after two (2) Business Days' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease or exercising its self-help rights under Section 12.4.

28. Quiet Possession. Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

29. Counterparts. This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. This Lease may be executed by the delivery of separately signed counterpart signature pages. A party's delivery by electronic transmission of the party's manually or electronically signed counterpart signature page to this Lease shall be deemed as effective as the party's physical delivery of a manually signed counterpart signature page.

30. Amendments. Subject to the terms of the Master Indenture of Trust, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

31. Limitation of Rights to Parties. Except as otherwise provided herein, nothing in this Lease is intended or shall be construed to give to any person other than Lessor and Lessee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor and Lessee.

32. CASp Disclosure. California Civil Code Section 1938 requires Lessor to notify Lessee whether the Premises has undergone inspection by a Certified Access Specialist ("CASp"), as defined in California Civil Code Section 55.52. Lessor hereby states to Lessee that, as of the date this Lease is executed, the property of which the Premises is a part has not undergone such inspection. A CASp can inspect the Premises and determine whether the Premises comply with

all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, the Lessor may not prohibit Lessee from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Lessee, if requested by Lessee. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises.

(Signatures on next page)

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

3500 WEST TEMPLE LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: 
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: _____
Adriana Abich
Chief Executive Officer

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

3500 WEST TEMPLE LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: _____
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: Adriana Abich
Adriana Abich
Chief Executive Officer

EXHIBIT A

Legal Description of Premises

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE CITY OF LOS ANGELES IN THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCELS 1 THROUGH 4, INCLUSIVE ([APN: 5501-003-046](#))

PARCEL 1:

LOTS 1, 2, 3, 4, 5, 6, 7 AND 8 IN BLOCK "Z" OF DAYTON HEIGHTS TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25 PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXCEPT THEREFROM THE NORTHERLY 20 FEET THEREOF CONDEMNED FOR WIDENING OF TEMPLE STREET BY FINAL DECREE OF CONDEMNATION ENTERED IN CASE NO. 141132, SUPERIOR COURT, A CERTIFIED COPY THEREOF BEING RECORDED IN [BOOK 4626, PAGE 13](#), OFFICIAL RECORDS.

ALSO EXCEPT THOSE PORTIONS OF SAID LOTS LYING SOUTH OF A LINE DRAWN PARALLEL WITH AND DISTANT 80 FEET NORTHERLY, MEASURED AT RIGHT ANGLES FROM THE SOUTH LINE OF SILVER LAKE BOULEVARD, AS SHOWN ON MAP OF TRACT NO. 8598, IN [BOOK 133, PAGES 57 AND 58](#) OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 2:

LOT 9, IN BLOCK "Z" OF DAYTON HEIGHTS TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25 PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXCEPT THAT PORTION WITHIN SILVER LAKE BOULEVARD AS DESCRIBED IN DEED TO THE CITY OF LOS ANGELES, RECORDED IN [BOOK 12396, PAGE 265](#), OFFICIAL RECORDS.

ALSO EXCEPT THEREFROM THAT PORTION THEREOF CONDEMNED FOR WIDENING OF TEMPLE STREET BY FINAL DECREE OF CONDEMNATION ENTERED IN CASE NO. 141132, SUPERIOR COURT, A CERTIFIED COPY THEREOF BEING RECORDED IN [BOOK 4626 PAGE 13](#), OFFICIAL RECORDS.

PARCEL 3:

LOT 10, IN BLOCK "Z" OF DAYTON HEIGHTS, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25 PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXCEPT THAT PORTION OF SAID LOT LYING SOUTH OF A LINE DRAWN PARALLEL WITH AND DISTANT 80 FEET NORTHERLY MEASURED AT RIGHT ANGLES OR RADially FROM THE SOUTH LINE OF SILVER LAKE BOULEVARD, AS SHOWN ON A MAP OF TRACT NO. 8598, IN [BOOK 133, PAGES 57 AND 58](#) OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

ALSO EXCEPT THEREFROM THAT PORTION THEREOF CONDEMNED FOR WIDENING OF TEMPLE STREET BY FINAL DECREE OF CONDEMNATION ENTERED IN CASE NO. 141132, SUPERIOR

COURT, A CERTIFIED COPY THEREOF BEING RECORDED IN [BOOK 4626 PAGE 13](#), OFFICIAL RECORDS.

PARCEL 4:

LOTS 19 AND 20 OF TRACT NO. 8598, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 133 PAGES 57](#) AND 58 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 5: ([APN: 5501-003-042](#); 5501-003-043)

THE SOUTH 100 FEET OF LOTS 25 AND 26, IN BLOCK "Y" OF THE DAYTON HEIGHTS TRACT, IN THE CITY OF LOS ANGELES, THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25, PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 6: (PORTION OF [APN: 5501-003-033](#))

THE NORTHERLY 50 FEET OF LOTS 24, 25 AND 26, IN BLOCK "Y" OF THE DAYTON HEIGHTS TRACT, IN THE CITY OF LOS ANGELES, THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25, PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 7: (PORTION OF [APN: 5501-003-033](#))

THE SOUTHERLY 40 FEET OF LOT 3 IN BLOCK "A" OF TRACT 395, IN THE CITY OF LOS ANGELES, THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 14, PAGE 178](#), OF PARCEL MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 8: (PORTION OF [APN: 5501-003-033](#))

LOT 2, THE NORTHERLY 10 FEET OF LOT 3 AND THAT PORTION OF LOT 1, ALL IN BLOCK "A" OF TRACT 395, IN THE CITY OF LOS ANGELES, THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 14, PAGE 178](#) OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY, DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT IN THE EASTERLY LINE OF SAID LOT 1, DISTANT THEREOF, 40.00 FEET SOUTHERLY FROM THE NORTHEASTERLY CORNER THEREOF; THENCE SOUTHERLY ALONG SAID EASTERLY LINE TO THE SOUTHEASTERLY CORNER OF SAID LOT; THENCE WESTERLY ALONG THE SOUTHERLY LINE OF SAID LOT, A DISTANCE OF 15.00 FEET; THENCE NORTHEASTERLY IN A DIRECT LINE TO THE POINT OF BEGINNING.

PARCEL 9: ([APN: 5501-003-003](#))

THE EASTERLY 75 FEET OF LOTS 4 AND 5 IN BLOCK "A" OF TRACT 395, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 14, PAGE 178](#) OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL 10: ([APN: 5501-003-021](#))

THE SOUTH 100 FEET OF LOT 24 IN BLOCK "Y" OF DAYTON HEIGHTS TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 25, PAGE 35](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

EXHIBIT B

Schedule of Base Rent and Additional Rent

Base Rent and Additional Rent for each month of the Term shall be payable monthly in advance on the 20th day of the preceding month in accordance with the following payment schedule.

Camino Nuevo Charter School
Monthly Payment Schedule - Dalzell Lease

Payment Date	Base Rent	CSFA Annual Admin Fee	Rating Annual Fee	Dissemination Agent Annual Fee	Trustee Annual Fee	Repair and Replacement Fund	Other	Total Rent
01/20/2051	20,545.06	41.53	153.87	169.26	153.87	0.00	17,068.57	38,132.16
02/20/2051	20,545.06	41.53	153.87	169.26	153.87	0.00	17,068.57	38,132.16
03/20/2051	20,545.06	41.53	153.87	169.26	153.87	0.00	17,068.57	38,132.16
04/20/2051	20,545.06	41.53	153.87	169.26	153.87	0.00	17,068.57	38,132.16
05/20/2051	20,545.06	41.53	153.87	169.26	153.87	0.00	17,068.57	38,132.16
06/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
07/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
08/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
09/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
10/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
11/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
12/20/2051	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
01/20/2052	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
02/20/2052	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
03/20/2052	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
04/20/2052	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
05/20/2052	20,596.22	41.53	153.87	169.26	153.87	0.00	17,017.41	38,132.16
06/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
07/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
08/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
09/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
10/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
11/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
12/20/2052	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
01/20/2053	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
02/20/2053	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
03/20/2053	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
04/20/2053	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
05/20/2053	20,590.83	0.00	153.87	0.00	0.00	0.00	17,387.48	38,132.18
06/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
Totals	7,412,867.13	14,655.12	55,393.20	59,071.68	53,546.76	110,790.00	6,042,890.46	13,749,214.35

EXHIBIT C

MANDATORY COVENANTS

Capitalized terms not otherwise defined in this Exhibit C shall have the meanings ascribed to such terms in the Lease Agreement to which this Exhibit forms a part (the “**Lease**”) and the Master Indenture.

1. **Lessee Covenants:** Lessee acknowledges that the Premises secure Lessor's obligations under the Bond Documents. Accordingly:

1.1 Lessee covenants and agrees that so long as any bonds or loans remain outstanding, Lessee shall maintain the Premises as a charter school facility providing educational services to students within the territorial limits required, if any, pursuant to Lessee's charter.

1.2 Lessee covenants and agrees to take all reasonable actions to maintain its current or any future charter (“**Lessee's Charter**”) for the School with a sponsoring entity and to take or cause to be taken any and all actions required to renew or extend the term of its charter with a sponsoring entity. As soon as practicable, Lessee shall provide Lessor with a copy of any notice received with regards to any sponsoring entity's intent to renew or extend the term of any such charter or any notice of any issues that if not corrected or resolved could lead to termination or nonrenewal of any such charter. If such charter is terminated or not renewed, Lessee shall use commercially reasonable efforts, and shall cooperate with Lessor, to assign this Lease to an entity that maintains a charter with a sponsoring entity. In addition, Lessee shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and shall satisfy the student performance accountability standards stated in its application for its charter.

1.3 Lessee will permit the Lessor to discuss the affairs, finances and accounts of Lessee or any information the Lessor may reasonably request with appropriate officers of Lessee, and will grant the Lessor access to the facilities, books and records related to the Improvements or Lessee on any business day upon reasonable prior notice.

2. **Bondholder/Lender Protection Regarding Lessee Defaults:** At any time when there is a Security Instrument against the Premises, the following provisions shall apply:

2.1 Prior to exercising any right or remedy that would have the effect of terminating the Lease (or that would terminate the Lease if Lessee does not satisfy conditions, such as payment of delinquent Rents), the Lessor must give Lender written notice of default and an opportunity to cure (a) monetary defaults within ten (10) days after notice; and (b) all other defaults within the time allowed by the Lease for Lessee to perform.

2.2 Before any termination remedy may be exercised against Lessee, if any cure of a non-monetary default requires that Lender obtain possession of the Premises, then the time of Lender to cure shall be extended to ten (10) days after it has obtained possession, provided that Lessor has moved with all due diligence to exercise its remedies to obtain possession.

2.3 Before any termination remedy may be exercised against Lessee, if an Event of Default requires more time to cure than allowed above, then on demonstration that Lender has worked in good faith and with all due speed to cure the Default, Lender may extend the time to perform by another thirty (30) days.

2.4 Notwithstanding any other provision hereof, no lender shall have a liability or obligation to cure an Event of Default.

2.5 Lessee shall not take any action, or omit to take any action required of it by the Lease, that will impair or diminish the security of the existing Security Instruments, including any acts/omissions that will have a negative effect on the tax status of the Security Instrument.

3. **Lessee's Financial Covenants.** For purposes of this Exhibit C, all initially capitalized terms that are not otherwise defined herein shall have the meanings set forth in the Master Indenture, provided that any such definitions therein pertaining to the financial or operational performance of the Lessor (defined therein as a “**Member**”) shall be construed when used herein to refer to the financial or operational performance of Lessee. For clarity, the financial covenants set forth below shall be applied pursuant and subject to the provisions below. With respect to any retention of an Independent Consultant hereunder, Lessee hereby covenants that Lessee shall comply with and shall be bound by the selection procedures set forth in the Bond Documents.

3.1 **Liquidity Covenant.** Lessee shall calculate Consolidated Days Cash on Hand for the Obligated Group Schools as of the last day of each Fiscal Year, commencing with the later of the (i) Fiscal Year ending June 30, 2023, and (ii) immediately succeeding Fiscal Year commencing after the effective date of the Lease, based upon its audited financial statements for such Fiscal Year and file such reports with Master Trustee. For each calculation date, the Obligated Group Schools will maintain Consolidated Days Cash on Hand as of the last day of each Fiscal Year equal to or greater than 45 days.

3.1.1 “**Cash and Cash Equivalents**” means the sum of cash, cash equivalents, liquid investments, and unrestricted marketable securities (valued at the lower cost of market value) of the Obligated Group Schools.

3.1.2 “**Consolidated Days Cash on Hand**” means (i) the sum of Cash and Cash Equivalents of the Obligated Group Schools, as shown on Lessee’s audited financial statements for each Fiscal Year, and any State payments accrued to such Fiscal Year and scheduled to be received within three months following the end of such Fiscal Year (“**Cash on Hand**”); divided by (ii) the Average Daily Expenses for Obligated Group Schools (as calculated for the most recent Fiscal Year ending before such date).

3.1.3 “**Average Daily Expenses for Obligated Group Schools**” means (A) cash requirements during such Fiscal Year related to or payable from revenues attributable to the Obligated Group Schools (excluding from such calculation all depreciation and other non-cash items), and including within such calculation on behalf of the Obligated Group Schools in the aggregate (i) all Operating Expenses for such Fiscal Year for the Obligated Group Schools, (ii) subordinated Support Office Fees, and (iii) the sum of the Base Rent and School Loan

Repayments payable under the Leases and School Loan Agreements, respectively for all Obligated Group Schools between Lessee and any Member of the Obligated Group for that year or any other year, divided by (B) 365.

3.1.4 Lessee will provide a certificate to the Lessor and Master Trustee at the time of delivery of its annual audited financial statements for each Fiscal Year indicating whether Lessee, on behalf of the Obligated Group Schools, has met the requirement set forth above. If the certificate indicates that such cash balance requirement has not been met, Lessee covenants to retain an Independent Consultant at the expense of Lessee, on behalf of the Obligated Group Schools, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant on behalf of the Obligated Group Schools more often than once during any 24 month period.

3.1.5 In the event the Obligated Group Schools fail to have such an amount on deposit, it will not be a default or Event of Default under the Lease.

3.2 **Consolidated Payment Coverage Ratio Covenant.** Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Payment Obligation Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Lessor and the Master Trustee annually commencing with the later of the (i) Fiscal Year ending June 30, 2024, and (ii) Fiscal Year ending June 30 of the Fiscal Year in which the Lease is executed. Lessee also covenants to maintain its Net Operating School Revenue so that the Consolidated Payment Obligation Coverage Ratio at the end of each Fiscal Year is not less than 1.10 to 1.00; provided that, except as provided below, Lessee's failure to achieve the required Consolidated Payment Obligation Coverage Ratio will not constitute an Event of Default under any Lease or School Loan Agreement if Lessee promptly engages an Independent Consultant to prepare a report, to be delivered to Lessee, Lessor, and Master Trustee within 45 days of engagement, with recommendations for meeting the required Consolidated Payment Obligation Coverage Ratio, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant more often than once during any 24 month period. Notwithstanding the foregoing, Lessee's failure to achieve a Payment Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under the Lease.

3.2.1 **“Expenses”** has the meaning set forth in Section 4.5 of this Lease.

3.2.2 **“Gross School Revenues”** means all revenue, income, receipts and money received by Lessee or on behalf of Lessee from all lawfully available sources attributable to its operation of the School and to any other charter school operated by Lessee in the properties subject to the Lease, including from any applicable district or county or from the State pursuant to the Charter School Law from any general purpose entitlement, revenue limit, or State educational

funding sources; but excluding gifts, grants, bequests, donations and contributions, to the extent specifically restricted by the donor to a particular purpose inconsistent with their use for Rent payments or operating expenses. Any other income, revenue, receipts, contributions or other monies received by Lessee not specifically described in the immediately preceding sentence shall not constitute Gross School Revenues.

3.2.3 **“Net Operating School Revenue”** means Lessee’s Gross School Revenues minus its Operating Expenses; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group School Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

3.2.4 **“Obligated Group School Indebtedness”** means Indebtedness (as such term is defined in the Master Indenture) related to or payable from revenues of the School and to any other charter school operated by Lessee at the Facility subject to the Lease.

3.2.5 **“Operating Expenses”** means except as provided below, all unrestricted expenses of the Lessee, attributable to operations of the School and to any other charter school operated by the Lessee at the Facility, including maintenance, repair expenses, utility expenses, equipment lease and other rental expense (excluding the Base Rent, School Loan Repayments, and the Extraordinary Monthly Rent, if any, but including Expenses and Additional Rent), Ground Rent (unless such Ground Rent is expressly subordinated to the payment of amounts due under the Related Supplement), administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned herein, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by the Lessors. “Operating Expenses” shall exclude, however, (i) all subordinated Support Office Fees, (ii) depreciation and amortization, (iii) one-time expenses, and (iv) any expenses which are treated as extraordinary in accordance with generally accepted accounting principles.

3.2.6 **“Support Office Agreement”** means any agreement between Lessee and a charter school, including charter schools operated or managed by Lessee, pursuant to which Lessee provides administrative services.

3.2.7 **“Support Office Fees”** means all Support Office Fees, if any, paid to Lessee in connection with administrative services provided and related to or payable from revenues attributable to the School and to any other charter school operated by Lessee on the

property subject to the Lease. This fee shall be subordinate to the payment of Rent due under the Lease.

3.3 **Limitations on Liens on Gross School Revenues.** Except as provided in the Lease, Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon or pledge of the Gross School Revenues, except Permitted Liens (as defined in the Master Indenture).

3.4 **Use of Public Moneys.** Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the School a violation or breach of any California statute, rule or regulation governing the use of those moneys. In addition, Lender shall be a third party beneficiary under the Lease with respect to this provision of the Lease.

3.5 **Use of Intercept Moneys.** Lessee covenants that all funds subject to the Intercept shall only be transferred to a Related Bonds Trustee for Related Bonds issued by the California School Finance Authority.

3.6 **Subordination of Support Office Fees.** If a School enters into a Support Office Agreement for the payment of Support Office Fees to Lessee or any supporting organization of Grupo Nuevo Los Angeles under Internal Revenue Code Section 509(a)(3), or any of their respective affiliates, with respect to the School, Lessee shall amend any such Support Office Agreement for the School such that, so long as Bonds remain outstanding: (i) the obligation of Lessee to pay Support Office Fees relating to the School shall be subordinate to its payment of operating expenses of the School and rent payments to Lessor under this Lease; (ii) the obligation of Lessee to pay Support Office Fees relating to the School shall be suspended for any such time as the payment of Support Office Fees would cause Lessee to fail to meet any of the financial covenants contained in Sections 3.2 or 3.4 of the Master Indenture; and (iii) during any period of time when Support Office Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate administrative services provider with respect to the School, Lessee agrees that it shall not apply any Gross School Revenues to costs and expenses of administrative services unless and until all Rent is fully paid and the Loan is not in default.

3.7 **Approval of Engagement of Independent Consultant.** Whenever the Lease provides for the retention or engagement of an Independent Consultant by Lessee, such Independent Consultant will be engaged in the manner as set forth herein.

Upon the selection by Lessee of an Independent Consultant as required under the provisions of the Lease, the Lessor will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (i) include the name of the Independent Consultant and a brief description of the Independent Consultant, (ii) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of the Lease that require the Independent Consultant to be engaged, and (iii) state that the Holder of the Outstanding Related

Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the applicable Lessor is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, Lessee will select another Independent Consultant which may be engaged upon compliance with the procedures described herein.

3.8 **Pledge of Gross School Revenues.** To secure the payment and performance of its obligations under the Lease, Lessee hereby pledges to Lessor and grants Lessor a security interest in the Gross School Revenues. From time to time, Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of Lessee under the Lease and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Lessor under this Lease shall have no recourse under this Lease to, any funds or assets of Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

3.9 **Financial Reporting.** Upon written request of the Borrower, Bond Trustee, or Master Trustee, Lessee agrees to provide the Borrower, and upon written request of the Bond Trustee or Master Trustee, to the Bond Trustee or Master Trustee, the following information:

3.9.1 If Lessee is undertaking any construction at the Premises, not later than 60 days after the end of each fiscal quarter of Lessee, a construction progress report with respect to such construction, until such construction is substantially complete.

3.9.2 Quarterly unaudited financial information and operating data of the Obligated Group Schools not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023.

3.9.3 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a report of the Obligated Group Schools' quarterly enrollment data by grade for the previous fiscal quarter.

3.9.4 Once adopted, a copy of the annual budget of the Obligated Group Schools for the subsequent Fiscal Year.

3.9.5 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a year to date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable fiscal year.

3.9.6 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a copy of any recommendations of any Independent Consultant received in accordance with the Master Indenture pursuant to the Liquidity Covenant and Payment Coverage Ratio covenant under the Leases described above.

3.9.7 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, copies of the audited financial statements of Lessee and the Obligated Group Schools for the prior fiscal year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

3.9.8 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, the certifications and calculations of the Days Cash on Hand for the Obligated Group Schools and the Consolidated Payment Coverage Ratio for the Obligated Group Schools as described in the Liquidity Covenant and Consolidated Payment Coverage Ratio covenant under the Leases described above.

3.9.9 Such other information as may be reasonably requested by the Borrower, the Authority, the Trustee or the Master Trustee.

3.10 **Limitations on Obligated Group School Indebtedness.** Lessee covenants that it will not incur, assume or guarantee (“**incur**”) any Obligated Group School Indebtedness (secured or unsecured), except Obligated Group School Indebtedness with respect to purposes specifically benefiting Lessee, and except as provided below.

3.10.1 **Nonrecourse Indebtedness.** To the extent permitted by applicable law and if no Breach under the Leases, or an event that with the giving of notice or passage of time or both would constitute an Breach under the Leases, has occurred and is continuing, Lessee may incur or assume Nonrecourse Indebtedness (as defined below), but limited with Short-Term Indebtedness (as defined below), and Interim Indebtedness (as defined below) to a total aggregate principal amount outstanding at any time that is not in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) the maximum amount of advance apportionment and principal apportionment due to the Obligated Group Schools in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments (collectively “**Maximum Deferred Apportionment**”).

3.10.2 **Short-Term Indebtedness.** Lessee may incur Short-Term Indebtedness (as defined below) for working capital purposes as in its judgment is deemed expedient, provided that in no event will Lessee incur Short-Term Indebtedness, together with outstanding Nonrecourse Indebtedness and Interim Indebtedness (as defined below) in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.3 **Interim Indebtedness.** Lessee may incur Interim Indebtedness (as defined below) as in its judgment is deemed expedient, provided that in no event will Lessee incur

Interim Indebtedness, together with outstanding Nonrecourse Indebtedness and Short-Term Indebtedness, on a combined basis, is in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.4 **Facility Leases.** Obligated Group School Indebtedness consisting of leases for charter school facilities, the term of which do not exceed two years (including any term extension options), may be incurred without limitation. A lease for a charter school facility with a term exceeding two years (including any term extension options) shall not be considered Nonrecourse Indebtedness subject to the tests therefor set forth above, but may be incurred if an Independent Consultant selected by Lessee provides a written report to the Master Trustee (A) setting forth projections which indicate forecasted Payment Coverage Ratio for each of the fiscal years under the term of such lease, taking into account such lease, of not less than 1.10:1.00.

3.10.5 **“Interim Indebtedness”** means all Obligated Group School Indebtedness having an original maturity less than or equal to five years and not renewable at the option of Lessee for a term greater than five years from the date of original incurrence or issuance.

3.10.6 **“Nonrecourse Indebtedness”** means all Obligated Group School Indebtedness with respect to which the obligee is prevented by applicable law or contractual arrangement from exercising recourse, or any other right or remedy exercisable by a creditor, against all or any part of the Premises or the Improvements in order to pay, satisfy or discharge all or any part of the Obligated Group School Indebtedness.

3.10.7 **“Short-Term Indebtedness”** means all Obligated Group School Indebtedness having an original maturity less than or equal to one year and not renewable at the option of Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Short-Term Indebtedness that has been issued as revenue anticipation notes (“**RANS**”) will not be included or counted as Short-Term Indebtedness to the extent that the RANS are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANS.

EXHIBIT D

Form of Intercept Notice

Notice to the State Controller Pursuant to Education Code Section 17199.4

[Insert Date]

Re: California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023B (Taxable)

WHEREAS, GRUPO NUEVO LOS ANGELES (the “Borrower”) has entered into a Loan Agreement, dated as of [date], by and between the California School Finance Authority (the “Authority”) and the Borrower, providing for a loan (the “Loan”) for the acquisition and construction of charter school facilities to be owned by the Borrower and Leased to CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation, which operates Camino Nuevo High School No. 2, a school established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the “Lessee”) (CDS #19-64733-0127910; and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the “Bonds”) to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(a)(1) AND (4) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “State Controller”), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on January 17, 2023, and Section 17199.4(A)(1) and (4) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the “State Intercept” column set forth on Schedule I attached hereto, directly to Wilmington Trust, National Association, as trustee (the “Trustee”), for the Bonds. If the amount transferred on any transfer date is less than the amount in the “State Intercept” column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to

U.S. Bank Trust Company, National Association
[Insert Address]

(Signature on next page)

(Signature page to intercept notice)

CAMINO NUEVO CHARTER ACADEMY,
as operator of
Camino Nuevo High School No. 2

By: _____
Name: _____
Title: _____

Schedule 1

Intercept Payment Amounts and Dates

(Remainder of page intentionally left blank)

Coversheet

Updated Lease for Eisner Campus

Section: V. Contracts and Leases
Item: F. Updated Lease for Eisner Campus
Purpose: Vote
Submitted by:
Related Material: CNCA 2023 Bonds Eisner Middle Lease EXECUTED.pdf

LEASE AGREEMENT

between

FIFTEENTH AND ARDMORE LLC
a California limited liability company,
as Lessor

and

CAMINO NUEVO CHARTER ACADEMY,
a California nonprofit public benefit corporation,
as Lessee

for the use and occupation of the subject premises
in the operation of the charter school known as

CAMINO NUEVO ELEMENTARY #3

dated as of May 1, 2023

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LEASE AGREEMENT

This LEASE AGREEMENT (“**Lease**”) dated, for reference purposes only, as of May 1, 2023, is made by and between FIFTEENTH AND ARDMORE LLC, a California limited liability company (“**Lessor**”), and CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). This Lease is for the use and occupancy of the subject Premises by Lessee in the operation of the charter school known as “Camino Nuevo Elementary #3,” CDS #19-64733-0122564, or such other charter school as Lessee may operate on the Premises (the “**School**”). This Lease amends and restates, effective as of the Commencement Date (as defined below), that certain Lease Agreement dated as of December 31, 2022, (the “**Prior Lease**”) between Fifteenth & Ardmore Investments, LLC and Lessee with a term originally expiring June 30, 2023.

FOR VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged: the parties hereby agree as follows:

1. Basic Provisions.

1.1 Premises. The real property and improvements commonly referred to as 2755 W 15th St, Los Angeles, CA 90006, legally described on Exhibit A attached hereto, is referred to herein as the “**Premises**.”

1.2 Term. The term of this Lease (the “**Term**”) shall commence on the date of the making of the Loan (as defined below (the “**Commencement Date**”), and shall end on June 30, 2057 (the “**Expiration Date**”). (See also Section 3 below.) In accordance with the terms of the Loan Agreement (as defined in Section 1.5 below), this Lease may be terminated by Lessee by Lessee’s depositing with the Master Trustee (as defined in Section 1.5 below) sufficient cash or securities to redeem or defease the entire principal amount of the Bonds (as defined in Section 1.5 below), together with accrued interest to the redemption date.

1.3 Extension Option. Not applicable.

1.4 Rent. During the Term, Rent, as described in Section 4.1, shall be payable by Lessee to Lessor.

1.5 The Bonds. The California School Finance Authority (“**Lender**”) is making loans (the “**Loan**”) to Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (the “**Borrower**”), pursuant to a Loan Agreement dated as of May 1, 2023, (the “**Loan Agreement**”), by and between Lender and the Borrower and approved by Lessor. The Loan will be funded by the proceeds of Lender’s Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the “**Bonds**”) to be issued pursuant to an Indenture (the “**Indenture**”) between Lender and U.S. Bank Trust Company, National Association, as Trustee (the “**Bond Trustee**”). In connection with the issuance of the Bonds, the Borrower, as the obligated group representative (the “**Obligated Group Representative**”), Lessor and other limited liability companies of which the Borrower is the sole member, as the initial members (“**Initial Members**”) of an obligated group (the “**Obligated Group**”), and U.S. Bank

Trust Company, National Association, as master trustee (the “**Master Trustee**”), will enter into a Master Indenture of Trust dated as of May 1, 2023, (the “**Master Indenture**”) and a related Supplemental Master Indenture for Obligation No. 1 dated as of May 1, 2023, (the “**Supplemental MTI No. 1**”) and, pursuant to Supplemental MTI No. 1, the Obligated Group Representative will issue its Obligation No. 1 in the par amount of the Bonds in favor of the Master Trustee. The Loan Agreement, the Indenture, the Master Indenture, the Supplemental Master Indenture for Obligation No. 1, Obligation No. 1, and any related documents and instruments are collectively referred to herein as the “**Bond Documents.**”

1.6 Refinancing of Loan. Upon any refinancing of the Loan, the term “Loan Agreement” shall thereafter refer to the agreement for the refinancing of the Loan, the term “Loan” thereafter shall refer to the refinancing loan, and the term “Lender” thereafter shall refer to the lender making the refinancing loan, but otherwise all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect.

1.7 The Intercept. In order to provide for secure and orderly payment of the Base Rent component of Rent and for the payment of the Bonds out of such Base Rent payments, on or before the Commencement Date Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit D attached hereto (the “**Intercept Notice**”), to the State Controller of the State of California (the “**State Controller**”). Amounts specified in the Intercept Notice for transfer to the Bond Trustee shall be limited to State Apportionments. Lessee shall, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate to cause transfers to the Bond Trustee to pay any changed amount of Base Rent due under this Lease (including without limitation changes resulting from redemption or defeasance of Bonds prior to maturity) and to cure any delinquency in payment of such amounts, and shall deliver such amended, supplemented, or restated Intercept Notice to the State Controller not later than the twentieth (20th) calendar day of the month immediately preceding the month with respect to which such payment is due. Lessee will cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with amending, supplementing, or restating the Intercept Notice. If at any time, the Intercept Notice is amended, supplemented, or restated for any reason, Lessee shall promptly provide Lender and the Bond Trustee with a copy of such amended, supplemented, or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee on account of Additional Rent, on account of rent or other amounts payable by or for the account of the School to affiliates of Lessor under separate agreements, or for other purposes set forth in the Indenture; provided, that Lessee shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from payments by the State Controller pursuant to the Intercept Notice from time to time shall be made at the corporate trust office of the Bond Trustee set forth in the Intercept Notice. Lessee shall timely amend, supplement, or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee to Lessee.

1.8 Capitalized Terms. Unless otherwise defined herein, all capitalized terms used herein shall have the meanings ascribed to such terms in the Loan Agreement, the Indenture, the Master Indenture or, if not defined therein, in the Supplemental Master Indenture for Obligation No. 1.

2. Premises.

2.1 Letting. Lessor hereby leases and hires to Lessee, and Lessee hereby leases and hires from Lessor, the Premises, for the Term, at the Rent, and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 Condition of Premises. Lessee currently occupies the Premises pursuant to the terms of the Prior Lease. On the Lease Commencement Date, Lessee accepts the Premises in its as-is condition.

3. Term.

3.1 Term. The Lease Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.2.

4. Rent; Additional Rent; Expenses.

4.1 Rent Defined. Subject to the terms of this Lease, “**Rent**” is defined as and shall consist of the sum of (i) Base Rent, (ii) Additional Rent, (iii) Extraordinary Monthly Rent, and (iv) Expenses (all as defined below), together with all other monetary obligations of Lessee to Lessor or to third parties arising under the terms of this Lease.

4.2 Base Rent. “Base Rent” is listed in Schedule B to this Lease. So long as the Loan is outstanding, during the term of this Lease, the “Base Rent” shall be payable in accordance with the schedule set forth in Exhibit B, subject to downward adjustment in the event of any redemption or defeasance of all or a portion of the Bonds or prepayment of all or a portion of the Loan. In the event of redemption or defeasance of all the Bonds prior to the Expiration Date such that no Bonds remain outstanding and prepayment of all of the Loan prior to the Expiration Date and without termination of this Lease, commencing on the first day of the first calendar month following such defeasance, redemption, or full prepayment, the Base Rent shall be \$100.00 per month.

4.3 Additional Rent. Lessee shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Lessor on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Lessor. The amount projected as Additional Rent during the Term, assuming no Extraordinary Monthly Rent, is as set forth on Exhibit B. “Additional Rent” shall include the following:

(a) All amounts required to reimburse Lessor, or satisfy Lessor's obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that the Borrower is obligated to pay under the terms of the Loan Agreement, including, but not limited to, such amounts as described in the Loan Agreement.

(b) Any other amounts required to be paid by the Lessor in order for the Lessor to meet its obligations under the Bond Documents on a full and timely basis.

4.4 Extraordinary Monthly Rent. In the event that Lessee receives a notice (an “**Extraordinary Monthly Rent Notice**”) from either the Lessor or the Related Bond Trustee (as

defined in the Master Indenture) stating the Related Bond Trustee has not received the payment of Rent with respect to a Related Project on or before that date that such required payment is due, then the Lessee shall pay the Extraordinary Monthly Rent to the Related Bond Trustee within three business days after the Lessee's receipt of the Extraordinary Monthly Rent Notice. Lessor covenants to immediately provide Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture. **“Extraordinary Monthly Rent”** means the amount set forth in such Extraordinary Monthly Rent Notice, which shall be Lessee's Proportionate Share of the Extraordinary Monthly Rent. **“Proportionate Share”** means the amount required to be paid by Lessee to ensure that all of the required Rent and School Loan Repayments with respect to all of the Related Projects have been timely made, said amount to be determined from time to time for Lessee in proportion to Lessee's respective share of Gross School Revenues attributable to the operation of the respective Obligated Group School and for Pueblo Nuevo Education and Development Group (**“Pueblo Nuevo”**) in proportion to Pueblo Nuevo's administrative services fees or other revenues attributable to the provision of services to the Obligated Group Schools. There is no assurance that the amount of Extraordinary Monthly Rent will be sufficient to cover any Rent not paid by any other Related Project. If payable, Extraordinary Monthly Rent shall be a component of Rent.

4.5 Expenses. Lessee shall be responsible for all Expenses, which Lessee shall pay directly to the providers of any of the items comprising Expenses prior to delinquency, or shall pay to or reimburse Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon. **“Expenses”** shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises (referred to in this Section 0 as the **“Facility”**), as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Facility, the aggregate of the **“Maintenance Expenses”** and the **“General Expenses”** set forth below:

(i) **“Maintenance Expenses”** means all costs of maintaining and repairing the Facility, the parking area, athletic fields and other portions of the Facility, deferred maintenance, installing or extending service systems and other built-in equipment, and improving the Facility, including without limitation all of the following:

a. All maintenance, replacement and repair costs of air conditioning, heating and ventilation equipment and systems, elevators (if any), landscaping, service areas, parking lots, athletic fields, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, structural components of the Facility, and cost of compliance with applicable laws (including any required upgrades or retrofitting).

b. Supplies, materials, labor, equipment, and utilities used in or related to the repair and maintenance of the Facility and such common areas.

c. Capital improvements made to the Facility (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Facility.

(ii) “**General Expenses**” means all of the following, to the extent not included in Maintenance Expenses:

- a. Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor.
- b. Water, sewage, and waste or refuse removal charges.
- c. Gas, electricity, telephone and other utilities.
- d. The cost of monthly or annual contracts for systems or services such as alarm systems, security systems, internet services, janitorial services or landscaping services.
- e. All janitorial, cleaning, landscaping, sweeping and repair services relating to the Facility.
- f. The costs of signs and directories.
- g. The cost of compliance with applicable laws.
- h. Reasonable costs incurred by Lessor for operating expenses, including the day-to-day management (if any), including the cost of management personnel (if any), together with any of Lessor’s administrative expenses such as state filings, preparation of tax returns or notices, and all taxes, charges, or fees in connection therewith to the extent related to the Facility.
- i. Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.3 below), if any.
- j. Amounts required to be paid as deductibles in connection with any insurance required under the Bond Documents.
- k. Any other costs or expenses incurred by Lessor under this Lease, excluding depreciation of the Facilities.

4.6 Property Tax. Lessee uses the Premises exclusively for public school purposes, and therefore the Premises may be exempt from ad valorem property taxes. Lessee shall be responsible for the application to the Los Angeles County Tax Assessor for such tax exemption on an annual basis. Lessor shall cooperate with Lessee in obtaining such exemption, and shall execute any application for a tax exemption for the Premises. Any tax refunds and/or tax exemptions received by or granted to Lessor, based on Lessee's tax exempt status during the term of this Lease, shall be credited toward Lessee's Expenses payable under this Lease.

4.7 Payment. All Rent required to be paid in monthly installments shall be paid as specified in Exhibit B. All Rent shall be paid in lawful money of the United States, without any abatement, deduction or offset whatsoever (except as specifically provided herein), and without any prior demand therefore. All Rent shall be paid to the Master Trustee for deposit in the Gross

Revenue Fund (as that term is defined in the Bond Documents), and at such address as the Master Trustee notifies Lessee, or at such other place as Lessor may designate from time to time, with the approval of the Master Trustee as long as Lessor has any obligations pursuant to the terms of the Bond Documents. Notwithstanding the foregoing, Lessee shall receive a credit for Rent owed to Lessor to the extent the Bond Trustee receives monies on behalf of Lessee under the Intercept. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Subject to the terms of the Bond Documents, and so long as any of the Bonds or the Loan remains outstanding, Lessee shall, through the Intercept Notice, cause the State Controller to transfer the portion of the State Apportionment described in the Intercept Notice and attributable to the School to the Bond Trustee for deposit in the Revenue Fund (as defined in the Indenture). Lessor shall have the right, but not the obligation, to collect and impound, in advance, any or all components of Expenses or other Rent based upon Lessor's reasonable estimate of Lessee's future liability for such amounts for any calendar year or other period selected by Lessor. At the end of the calendar year or other period with respect to which any such estimate was prepared, Lessor shall reconcile Lessee's actual obligation for such component of Expenses or other Rent and the estimated amounts previously paid by Lessee.

4.8 Late Charge and Interest on Rent in Default. If any Rent is not received by or on behalf of Lessor from Lessee within ten (10) calendar days after Lessor has notified Lessee in writing that payment has not been received by Lessor, then Lessee shall immediately pay to Lessor a late charge equal to five percent (5%) of such delinquent rent as liquidated damages for Lessee's failure to make timely payment, by paying such sum to the Master Trustee for deposit in the Gross Revenue Fund. In no event shall this provision for a late charge be deemed to grant to Lessee a grace period or extension of time within which to pay any rent or prevent Lessor from exercising any right or remedy available to Lessor upon Lessee's failure to pay any rent due under this Lease in a timely fashion. If any Rent remains delinquent for a period in excess of thirty (30) days then, in addition to such late charge, Lessee shall pay to Lessor interest on any rent that is not paid when due at the Default Interest Rate from the date such amount became due until paid by paying such sum to the Master Trustee by depositing the same in the Gross Revenue Fund.

4.9 Budgeting Rent. Without limiting the provisions of Exhibit C, Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.10 Accounting. Without limiting the provisions of Exhibit C, if Lessor requests in writing, Lessee agrees to provide Lessor with an annual, or more frequent, accounting of the Expenses paid for Lessee's most recent fiscal year.

4.11 Source of Rent Payments.

(a) Notwithstanding anything in this Lease to the contrary, Lessee's obligation to pay the Rent and the other monetary payments provided for in this Lease to any person or entity, including the Lessor, Lender, or Bond Trustee, and their respective successors and assigns, is limited to, and shall not exceed, Gross School Revenues (as defined in Exhibit C), if any, and under no circumstances shall Lessee be required to advance any moneys derived from any source of income other than, or pay Rent or any other monetary obligation under this Lease which is in

excess of, the Gross School Revenues, nor shall any other funds or property of Lessee be liable for the payment of Rent or any other monetary obligation under this Lease, and such persons and entities shall look exclusively thereto for satisfaction of any claims hereunder. Lessor covenants that it shall not take recourse against Lessee with respect to the failure by Lessee to make any payment under this Lease except recourse to the Gross School Revenues.

(b) Nothing contained in this Section shall be construed to release Lessee from the performance of any of the agreements on its part herein contained, and in the event Lessee shall fail to perform any such agreements on its part, Lessor may institute such action against Lessee as Lessor may deem necessary to compel performance so long as such action does not abrogate the limitation of liability of Lessee contained in the first sentence of this Section. Lessee may, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons which Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request.

5. Mandatory Covenants.

5.1 Specific Covenants Related to the Loan. For so long as the Loan is outstanding and has not been defeased or for so long as any obligations under the Loan Agreement remain outstanding, the provisions of Exhibit C shall be applicable for the benefit of Lessor and the Lender.

6. Use.

6.1 Agreed Use. In addition to any other restrictions on Lessee's use of the Premises, the Premises shall be used by Lessee for the School, for any related and ancillary school and educational purposes, any related administrative purposes, and any related incidental legal uses. Notwithstanding the foregoing, Lessee shall use and occupy the Premises only for "educational facilities" as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code (the "Code") as an organization described in Code Section 501(c)(3) and that qualifies as an "educational organization" as described under Code Section 170(b)(1)(A)(ii); provided that Lessee shall not rent the Premises as residential rental property to others, or permit any sublessee to rent the Premises as residential rental property to others.

6.2 Hazardous Substances. Without limiting the generality of the foregoing, Lessee shall comply with all obligations and the Bond Documents related to Hazardous Substances and Environmental Regulations, to the extent applicable to the Premises or Lessee's use and occupancy thereof.

7. Maintenance; Repairs.

7.1 Lessee Fully Responsible. During the Term, except in cases of damage or destruction due to casualty loss, or in the event of Condemnation, and except in case of the initial construction of the Improvements, all repair, maintenance, restoration, retrofitting, construction or

reconstruction with respect to the Improvements shall be the sole responsibility of Lessee, and Lessor shall have no duty to undertake any such repair, maintenance, restoration, retrofitting, construction or reconstruction, or to pay any costs of the same. Provided, however, that Lessor shall provide Lessee access to the moneys in the Repair and Replacement Fund, and to any moneys in the Insurance and Condemnation Proceeds Fund to the extent necessary or appropriate to pay the costs of or to reimburse Lessee for its obligations hereunder, in accordance with the terms and provisions of the Indenture related to the Repair and Replacement Fund and the Insurance and Condemnation Proceeds Fund.

7.2 Compliance With Applicable Requirements. If any applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “**Applicable Requirements**”) require, during the Term, the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises, Lessee hereby agrees to undertake and complete such construction, alteration, remediation, reinforcement or other modification, and the costs therefor shall be incurred solely by Lessee.

7.3 Liens. Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in, on, or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 Ownership of Improvements; Removal; Surrender; and Restoration.

(a) **Ownership.** All Improvements shall be the property of Lessor. Any additional improvements constructed and paid for by Lessee itself shall, at the expiration or termination of this Lease, at the option of Lessor, (i) be removed by Lessee or (ii) become the property of Lessor and be surrendered by Lessee with the Premises

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the parts, and surfaces thereof broom clean and free of debris, and in good operating order, condition, and state of repair, ordinary wear and tear excepted. Lessee shall repair any damage occasioned by the installation, maintenance, or removal of any of its furnishings, and equipment. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire.

8. Insurance; Indemnity.

8.1 Liability. Lessee shall keep in force such liability insurance policies and in such amounts as required to meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an “Expense” hereunder.

8.2 Premises. Lessee shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Lessor, with loss payable to Lessor or, if required under the Bond Documents, to any lender, including the Bond Trustee and the Master Trustee, insuring loss or damage to the Premises. The amount of such insurance shall meet the requirements of the Master Indenture. The premium for such insurance shall be paid by Lessee and shall be deemed an "Expense" hereunder.

8.3 Rental Interruption. Lessee shall also obtain and keep in force, for the benefit of Lessor, rental interruption insurance insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Additional Rent and Expenses otherwise payable by Lessor hereunder covering a period of at least 12 months. The limits of such insurance shall be based upon the highest monthly amount of Base Rent and Additional Rent shown on Exhibit B, as revised from time to time. The premium for such insurance shall be paid by Lessee and shall be deemed an "Expense" hereunder.

8.4 Waiver of Subrogation. Without affecting any other rights or remedies, Lessee and Lessor each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.5 Indemnity. Except for Lessor's negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 Exemption of Lessor from Liability. Unless caused by Lessor's negligence or willful misconduct, Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 Insurance Requirements of Bond Documents. The foregoing notwithstanding, for so long as the Loan is outstanding, Lessee shall be deemed to meet its insurance obligations as set forth in this Section 8.7 if it carries, and it hereby agrees to carry, the insurance required to

meet the terms of the Bond Documents, as such requirements may change from time to time. Without limiting the foregoing, for so long as the Loan is outstanding, Lessee shall cause the Bond Trustee, Master Trustee and Lessor to be named as additional insureds on Lessee's liability insurance and Bond Trustee and Master Trustee as mortgagees and loss payees on property insurance policies.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Damage"** shall mean damage or destruction to the improvements on the Premises from fire or other casualty.

(b) **"Insured Loss"** shall mean Damage that was caused by an event required to be covered by the insurance described in Section 8, irrespective of any deductible amounts or coverage limits involved.

9.2 Damage. Subject to the terms of the Master Indenture, Lessor shall be entitled to any and all insurance proceeds that are available as a result of any Insured Loss, and shall make such insurance proceeds available to Lessee, which shall proceed to reconstruct the Improvements subject to such Damage to their condition existing immediately prior to the Damage, utilizing available insurance proceed and any amounts voluntarily contributed by Lessee. If Lessor elects not to undertake such restoration, Lessee may (i) if such damage is material, terminate this Lease by providing written notice to Lessor, and to the Bond Trustee, Master Trustee and Lender, within 30 days after receipt by Lessee of Lessor's notice of its election not to undertake such restoration, or (ii) using available insurance proceeds, restore and rebuild the Premises, so long as the following conditions are met:

(a) The amount of insurance proceeds that are available for restoration, plus any funds that may have been deposited by Lessee, are sufficient to restore and rebuild the Premises to their character, condition and utility immediately prior to the casualty (or to such other condition as Lessee reasonably demonstrates will generate sufficient revenue for Lessee to meet its obligation to pay all Rent thereafter accruing);

(b) The amount of available proceeds of rental interruption insurance plus any funds deposited by Lessee equals an amount determined by Lessor to be sufficient to pay the Rent accruing during the period between the date of such casualty and the date the restoration or rebuilding is substantially completed.

(c) The restoration or rebuilding is estimated by Lessor to be completed at least twelve (12) months prior to the Maturity Date of the Bonds.

(d) In lieu of making any deposit of funds as described above, Lessee shall have the right to provide other assurances of the payment of restoration costs and Rent acceptable to Lessor in its sole discretion, such as a letter of credit.

9.3 Damage—Uninsured Loss. If Damage that is not an Insured Loss occurs, (a) Lessee may repair such damage as soon as reasonably possible at Lessee's expense, in which

event this Lease shall continue in full force and effect or, (b) if Lessee elects not to undertake such repair, and such Damage is material, Lessor or Lessee may terminate this Lease by providing written notice to the other party, and to Bond Trustee, Master Trustee and Lender, within 30 days after receipt by Lessor of knowledge of the occurrence of such Damage.

9.4 Waive Statutes. Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith, including California Civil Code Sections 1932(2) and 1933(4).

10. Real Property Taxes.

10.1 Definition. As used herein, the term “**Real Property Taxes**” shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor’s right to other income therefrom; and/or Lessor’s business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Lessee shall timely file for exemption from any Real Property Taxes and shall maintain such exemption during the Term. In any event, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed, or imposed.

10.3 Personal Property Taxes. Lessee shall timely file for exemption from any taxes fixtures, furnishings, equipment, and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed, or imposed after an exemption for such taxes is filed as required hereunder.

11. Assignment and Subletting.

11.1 By Lessee. Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which shall not be unreasonably withheld). Lessee acknowledges that, pursuant to the Bond Documents, Lessor may be required to obtain the Lender’s approval to a sublease, assignment or other transfer of Lessee's interest in this Lease and that Lessor's disapproval shall be deemed reasonable if based on any such disapproval by Lender. Lessee acknowledges that the financing of the Premises through the Tax-Exempt Bonds may restrict the assignees which could be approved by Lessor. In addition, Lessee shall not sublease, assign, mortgage, pledge, hypothecate, or encumber this Lease unless it receives an Opinion of Bond Counsel confirming

that such action will not result in use or operation of the Premises not in conjunction with a charter school under the Act.

11.2 By Lessor. Lessee acknowledges that Lessor's interest in the Premises are subject to a deed of trust in favor of the Master Trustee and that certain of the Lessor's rights under this Lease are assigned to the Master Trustee as security for the Bonds under the Master Indenture of Trust.

12. Default; Event of Default; Remedies.

12.1 Default; Event of Default. A “Default” is defined as a failure by Lessee to comply with or perform any of the terms, covenants or other obligations of Lessee under this Lease. An “Event of Default” is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond required hereunder, or to fulfill any obligation under this Lease that endangers or threatens life or property, where such failure continues for a period of ten (10) business days following written notice to Lessee.
- (c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect, and is not promptly corrected.
- (d) Except as provided in Section 3 of Exhibit C attached hereto, Lessee violates or fails to observe or perform any of the financial covenants of Lessee set forth in Section 3 of Exhibit C attached hereto and fails to cure the same within any notice or grace period contained in Exhibit C.
- (e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d) above, where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Default if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion.
- (f) The occurrence of any of the following events: (i) Lessee’s making of any general arrangement or assignment for the benefit of creditors; (ii) Lessee’s becoming a “debtor” as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee’s assets located at the Premises or of Lessee’s interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee’s assets located at the Premises or of Lessee’s interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (g) is contrary

to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

12.2 Remedies. Upon the occurrence of any Event of Default, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy that Lessor may have by reason of such Event of Default:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent that had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent that would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or that in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor and the Authorities, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Event of Default of this Lease shall not waive Lessor's right to recover damages under Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and an Event of Default under this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue this Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

12.3 Default Interest. Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest computed at the rate of 10% per annum (but not in excess of the maximum rate allowed by law) (“**Default Interest Rate**”) from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments.

12.4 Lessor Self Help. If Lessee fails to perform any of its affirmative duties or obligations (other than compliance with the covenants and financial reporting requirements pursuant to Section 5 and Exhibit C), Lessor may, at its option, perform such duty or obligation on Lessee's behalf including, but not limited to, the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor.

13. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively “**Condemnation**”), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Loan Agreement, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee’s use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. Subject to the terms of the Loan Agreement, if the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor.

14. Estoppel Certificates. Each Party (as “**Responding Party**”) shall within ten (10) days after written notice from the other Party (the “**Requesting Party**”) execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current “**Estoppel Certificate**” form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. Definition of Lessor. The term “**Lessor**” as used herein shall mean the owner or owners at the time in question of the Lessor's interest under this Lease. Upon any transfer of such interest in the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the succeeding Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

16. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. Days. Unless otherwise specifically indicated to the contrary, the word “days” as used in this Lease shall mean and refer to calendar days. “**Business Day**” means any day other than a

Saturday, a Sunday or a day on which banking institutions in the city in which the Principal Corporate Trust Office (as defined in the Indenture) is located are authorized or obligated by law or executive order to be closed.

18. Limitation on Liability. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease. No member, officer, agent or employee of Lender or any director, officer, agent or employee of the Bond Trustee, Master Trustee, Lessor or Lessee shall be individually or personally liable for the payment of any amounts hereunder or be subject to any personal liability or accountability by reason of the execution and delivery of this Lease; but nothing herein contained shall relieve any such member, director, officer, agent or employee from the performance of any official duty provided by law or this Lease.

19. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. No Prior or Other Agreements. Subject to the terms of the Bond Documents, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of this Lease will not, to the best of the Party's knowledge, constitute a violation under any material agreements to which such Party is a party.

21. Notices.

21.1 Notice Requirements. Unless otherwise provided herein, all notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given (a) if hand delivered or delivered by courier, when delivered to the appropriate notice address, or (b) if mailed by first class mail, postage prepaid, six Business Days after deposit in the United States mail addressed to the appropriate notice address. Any telecopy or other electronic transmission received by any party after 4:00 p.m., local time, as evidenced by the time shown on such transmission, shall be deemed to have been received the following Business Days. The parties listed below may, by notice given hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent. Any notice required or permitted hereunder shall be directed to the following notice address:

21.2 Addresses.

Lessor: Fifteenth and Ardmore LLC
 c/o Grupo Nuevo Los Angeles
 3435 W. Temple Street
 Los Angeles, CA 90026
 Attention: Chief Executive Officer

Lessee: Camino Nuevo Charter Academy
 3435 W. Temple Street
 Los Angeles, CA 90026
 Attention: Chief Executive Officer

Lender (during the time the Loan is outstanding):

California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 550
Los Angeles, California 90013
Attention: Executive Director

22. Waivers. No waiver by Lessor of the Default or Event of Default of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Event of Default by Lessee of the same or of any other term, covenant or condition hereof.

23. No Right To Holdover. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

24. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Los Angeles; provided, that any litigation in which Lender is a party concerning this Lease shall be initiated in Sacramento County, California.

27. Lessor's Access; Showing Premises; Repairs. Lessor shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after two (2) Business Days' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease or exercising its self-help rights under Section 12.4.

28. Quiet Possession. Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

29. Counterparts. This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. This Lease may be executed by the delivery of separately signed counterpart signature pages. A

party's delivery by electronic transmission of the party's manually or electronically signed counterpart signature page to this Lease shall be deemed as effective as the party's physical delivery of a manually signed counterpart signature page.

30. Amendments. Subject to the terms of the Master Indenture of Trust, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

31. Limitation of Rights to Parties. Except as otherwise provided herein, nothing in this Lease is intended or shall be construed to give to any person other than Lessor and Lessee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor and Lessee.

32. CASp Disclosure. California Civil Code Section 1938 requires Lessor to notify Lessee whether the Premises has undergone inspection by a Certified Access Specialist ("CASp"), as defined in California Civil Code Section 55.52. Lessor hereby states to Lessee that, as of the date this Lease is executed, the property of which the Premises is a part has not undergone such inspection. A CASp can inspect the Premises and determine whether the Premises comply with all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, the Lessor may not prohibit Lessee from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Lessee, if requested by Lessee. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises.

(Signatures on next page)

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

FIFTEENTH AND ARDMORE LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: 
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: _____
Adriana Abich
Chief Executive Officer

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LESSOR:

FIFTEENTH AND ARDMORE LLC,
a California limited liability company

By: Grupo Nuevo Los Angeles,
a California nonprofit public benefit corporation,
its Sole Member

By: _____
Eric Heggen
Board President

LESSEE:

CAMINO NUEVO CHARTER ACADEMY
a California nonprofit public benefit corporation

By: Adriana Abich
Adriana Abich
Chief Executive Officer

EXHIBIT A

Legal Description of Premises

THE LAND REFERRED TO HEREIN BELOW IS SITUATED LOS ANGELES IN THE COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL A:

LOT 1 IN BLOCK "B" OF KRUTZ AND BRADSHAW'S SUBDIVISION OF THE SCHUMACHER TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 29, PAGE 62](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

PARCEL B:

LOTS 13, 14, 15 AND 16 IN BLOCK "B" OF KRUTZ AND BRADSHAW'S SUBDIVISION OF THE SCHUMACHER TRACT, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN [BOOK 29, PAGE 62](#) OF MISCELLANEOUS RECORDS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

[APN: 5075-011-024](#)

EXHIBIT B

Schedule of Base Rent and Additional Rent

Base Rent and Additional Rent for each month of the Term shall be payable monthly in advance on the 20th day of the preceding month in accordance with the following payment schedule.

**Camino Nuevo Charter School
Monthly Payment Schedule - Eisner Lease**

Payment Date	Base Rent	CSFA Annual Admin Fee	Rating Annual Fee	Dissemination Agent Annual Fee	Trustee Annual Fee	Repair and Replacement Fund	Other	Total Rent
01/20/2051	11,271.13	22.80	84.42	92.86	84.42	0.00	9,363.92	20,919.55
02/20/2051	11,271.13	22.80	84.42	92.86	84.42	0.00	9,363.92	20,919.55
03/20/2051	11,271.13	22.80	84.42	92.86	84.42	0.00	9,363.92	20,919.55
04/20/2051	11,271.13	22.80	84.42	92.86	84.42	0.00	9,363.92	20,919.55
05/20/2051	11,271.13	22.80	84.42	92.86	84.42	0.00	9,363.92	20,919.55
06/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
07/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
08/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
09/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
10/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
11/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
12/20/2051	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
01/20/2052	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
02/20/2052	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
03/20/2052	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
04/20/2052	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
05/20/2052	11,299.20	22.80	84.42	92.86	84.42	0.00	9,335.85	20,919.55
06/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
07/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
08/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
09/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
10/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
11/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
12/20/2052	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
01/20/2053	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
02/20/2053	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
03/20/2053	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
04/20/2053	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
05/20/2053	11,296.25	0.00	84.42	0.00	0.00	0.00	9,538.88	20,919.55
06/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2053	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2054	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2055	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
07/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
08/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
09/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
10/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
11/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
12/20/2056	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
01/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
02/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
03/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
04/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
05/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
06/20/2057	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
Totals	4,068,953.34	8,045.16	30,391.20	32,408.16	29,378.16	60,780.00	3,315,166.08	7,545,122.10

EXHIBIT C

MANDATORY COVENANTS

Capitalized terms not otherwise defined in this Exhibit C shall have the meanings ascribed to such terms in the Lease Agreement to which this Exhibit forms a part (the “**Lease**”) and the Master Indenture.

1. **Lessee Covenants:** Lessee acknowledges that the Premises secure Lessor's obligations under the Bond Documents. Accordingly:

1.1 Lessee covenants and agrees that so long as any bonds or loans remain outstanding, Lessee shall maintain the Premises as a charter school facility providing educational services to students within the territorial limits required, if any, pursuant to Lessee's charter.

1.2 Lessee covenants and agrees to take all reasonable actions to maintain its current or any future charter (“**Lessee's Charter**”) for the School with a sponsoring entity and to take or cause to be taken any and all actions required to renew or extend the term of its charter with a sponsoring entity. As soon as practicable, Lessee shall provide Lessor with a copy of any notice received with regards to any sponsoring entity's intent to renew or extend the term of any such charter or any notice of any issues that if not corrected or resolved could lead to termination or nonrenewal of any such charter. If such charter is terminated or not renewed, Lessee shall use commercially reasonable efforts, and shall cooperate with Lessor, to assign this Lease to an entity that maintains a charter with a sponsoring entity. In addition, Lessee shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and shall satisfy the student performance accountability standards stated in its application for its charter.

1.3 Lessee will permit the Lessor to discuss the affairs, finances and accounts of Lessee or any information the Lessor may reasonably request with appropriate officers of Lessee, and will grant the Lessor access to the facilities, books and records related to the Improvements or Lessee on any business day upon reasonable prior notice.

2. **Bondholder/Lender Protection Regarding Lessee Defaults:** At any time when there is a Security Instrument against the Premises, the following provisions shall apply:

2.1 Prior to exercising any right or remedy that would have the effect of terminating the Lease (or that would terminate the Lease if Lessee does not satisfy conditions, such as payment of delinquent Rents), the Lessor must give Lender written notice of default and an opportunity to cure (a) monetary defaults within ten (10) days after notice; and (b) all other defaults within the time allowed by the Lease for Lessee to perform.

2.2 Before any termination remedy may be exercised against Lessee, if any cure of a non-monetary default requires that Lender obtain possession of the Premises, then the time of Lender to cure shall be extended to ten (10) days after it has obtained possession, provided that Lessor has moved with all due diligence to exercise its remedies to obtain possession.

2.3 Before any termination remedy may be exercised against Lessee, if an Event of Default requires more time to cure than allowed above, then on demonstration that Lender has worked in good faith and with all due speed to cure the Default, Lender may extend the time to perform by another thirty (30) days.

2.4 Notwithstanding any other provision hereof, no lender shall have a liability or obligation to cure an Event of Default.

2.5 Lessee shall not take any action, or omit to take any action required of it by the Lease, that will impair or diminish the security of the existing Security Instruments, including any acts/omissions that will have a negative effect on the tax status of the Security Instrument.

3. **Lessee's Financial Covenants.** For purposes of this Exhibit C, all initially capitalized terms that are not otherwise defined herein shall have the meanings set forth in the Master Indenture, provided that any such definitions therein pertaining to the financial or operational performance of the Lessor (defined therein as a “**Member**”) shall be construed when used herein to refer to the financial or operational performance of Lessee. For clarity, the financial covenants set forth below shall be applied pursuant and subject to the provisions below. With respect to any retention of an Independent Consultant hereunder, Lessee hereby covenants that Lessee shall comply with and shall be bound by the selection procedures set forth in the Bond Documents.

3.1 **Liquidity Covenant.** Lessee shall calculate Consolidated Days Cash on Hand for the Obligated Group Schools as of the last day of each Fiscal Year, commencing with the later of the (i) Fiscal Year ending June 30, 2023, and (ii) immediately succeeding Fiscal Year commencing after the effective date of the Lease, based upon its audited financial statements for such Fiscal Year and file such reports with Master Trustee. For each calculation date, the Obligated Group Schools will maintain Consolidated Days Cash on Hand as of the last day of each Fiscal Year equal to or greater than 45 days.

3.1.1 “**Cash and Cash Equivalents**” means the sum of cash, cash equivalents, liquid investments, and unrestricted marketable securities (valued at the lower cost of market value) of the Obligated Group Schools.

3.1.2 “**Consolidated Days Cash on Hand**” means (i) the sum of Cash and Cash Equivalents of the Obligated Group Schools, as shown on Lessee’s audited financial statements for each Fiscal Year, and any State payments accrued to such Fiscal Year and scheduled to be received within three months following the end of such Fiscal Year (“**Cash on Hand**”); divided by (ii) the Average Daily Expenses for Obligated Group Schools (as calculated for the most recent Fiscal Year ending before such date).

3.1.3 “**Average Daily Expenses for Obligated Group Schools**” means (A) cash requirements during such Fiscal Year related to or payable from revenues attributable to the Obligated Group Schools (excluding from such calculation all depreciation and other non-cash items), and including within such calculation on behalf of the Obligated Group Schools in the aggregate (i) all Operating Expenses for such Fiscal Year for the Obligated Group Schools, (ii) subordinated Support Office Fees, and (iii) the sum of the Base Rent and School Loan

Repayments payable under the Leases and School Loan Agreements, respectively for all Obligated Group Schools between Lessee and any Member of the Obligated Group for that year or any other year, divided by (B) 365.

3.1.4 Lessee will provide a certificate to the Lessor and Master Trustee at the time of delivery of its annual audited financial statements for each Fiscal Year indicating whether Lessee, on behalf of the Obligated Group Schools, has met the requirement set forth above. If the certificate indicates that such cash balance requirement has not been met, Lessee covenants to retain an Independent Consultant at the expense of Lessee, on behalf of the Obligated Group Schools, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant on behalf of the Obligated Group Schools more often than once during any 24 month period.

3.1.5 In the event the Obligated Group Schools fail to have such an amount on deposit, it will not be a default or Event of Default under the Lease.

3.2 **Consolidated Payment Coverage Ratio Covenant.** Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Payment Obligation Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Lessor and the Master Trustee annually commencing with the later of the (i) Fiscal Year ending June 30, 2024, and (ii) Fiscal Year ending June 30 of the Fiscal Year in which the Lease is executed. Lessee also covenants to maintain its Net Operating School Revenue so that the Consolidated Payment Obligation Coverage Ratio at the end of each Fiscal Year is not less than 1.10 to 1.00; provided that, except as provided below, Lessee's failure to achieve the required Consolidated Payment Obligation Coverage Ratio will not constitute an Event of Default under any Lease or School Loan Agreement if Lessee promptly engages an Independent Consultant to prepare a report, to be delivered to Lessee, Lessor, and Master Trustee within 45 days of engagement, with recommendations for meeting the required Consolidated Payment Obligation Coverage Ratio, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Lessee will not be obligated to retain such an Independent Consultant more often than once during any 24 month period. Notwithstanding the foregoing, Lessee's failure to achieve a Payment Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under the Lease.

3.2.1 **“Expenses”** has the meaning set forth in Section 0 of this Lease.

3.2.2 **“Gross School Revenues”** means all revenue, income, receipts and money received by Lessee or on behalf of Lessee from all lawfully available sources attributable to its operation of the School and to any other charter school operated by Lessee in the properties subject to the Lease, including from any applicable district or county or from the State pursuant to the Charter School Law from any general purpose entitlement, revenue limit, or State educational

funding sources; but excluding gifts, grants, bequests, donations and contributions, to the extent specifically restricted by the donor to a particular purpose inconsistent with their use for Rent payments or operating expenses. Any other income, revenue, receipts, contributions or other monies received by Lessee not specifically described in the immediately preceding sentence shall not constitute Gross School Revenues.

3.2.3 **“Net Operating School Revenue”** means Lessee’s Gross School Revenues minus its Operating Expenses; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group School Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

3.2.4 **“Obligated Group School Indebtedness”** means Indebtedness (as such term is defined in the Master Indenture) related to or payable from revenues of the School and to any other charter school operated by Lessee at the Facility subject to the Lease.

3.2.5 **“Operating Expenses”** means except as provided below, all unrestricted expenses of the Lessee, attributable to operations of the School and to any other charter school operated by the Lessee at the Facility, including maintenance, repair expenses, utility expenses, equipment lease and other rental expense (excluding the Base Rent, School Loan Repayments, and the Extraordinary Monthly Rent, if any, but including Expenses and Additional Rent), Ground Rent (unless such Ground Rent is expressly subordinated to the payment of amounts due under the Related Supplement), administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned herein, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by the Lessors. “Operating Expenses” shall exclude, however, (i) all subordinated Support Office Fees, (ii) depreciation and amortization, (iii) one-time expenses, and (iv) any expenses which are treated as extraordinary in accordance with generally accepted accounting principles.

3.2.6 **“Support Office Agreement”** means any agreement between Lessee and a charter school, including charter schools operated or managed by Lessee, pursuant to which Lessee provides administrative services.

3.2.7 **“Support Office Fees”** means all Support Office Fees, if any, paid to Lessee in connection with administrative services provided and related to or payable from revenues attributable to the School and to any other charter school operated by Lessee on the

property subject to the Lease. This fee shall be subordinate to the payment of Rent due under the Lease.

3.3 **Limitations on Liens on Gross School Revenues.** Except as provided in the Lease, Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon or pledge of the Gross School Revenues, except Permitted Liens (as defined in the Master Indenture).

3.4 **Use of Public Moneys.** Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the School a violation or breach of any California statute, rule or regulation governing the use of those moneys. In addition, Lender shall be a third party beneficiary under the Lease with respect to this provision of the Lease.

3.5 **Use of Intercept Moneys.** Lessee covenants that all funds subject to the Intercept shall only be transferred to a Related Bonds Trustee for Related Bonds issued by the California School Finance Authority.

3.6 **Subordination of Support Office Fees.** If a School enters into a Support Office Agreement for the payment of Support Office Fees to Lessee or any supporting organization of Grupo Nuevo Los Angeles under Internal Revenue Code Section 509(a)(3), or any of their respective affiliates, with respect to the School, Lessee shall amend any such Support Office Agreement for the School such that, so long as Bonds remain outstanding: (i) the obligation of Lessee to pay Support Office Fees relating to the School shall be subordinate to its payment of operating expenses of the School and rent payments to Lessor under this Lease; (ii) the obligation of Lessee to pay Support Office Fees relating to the School shall be suspended for any such time as the payment of Support Office Fees would cause Lessee to fail to meet any of the financial covenants contained in Sections 3.2 or 3.4 of the Master Indenture; and (iii) during any period of time when Support Office Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate administrative services provider with respect to the School, Lessee agrees that it shall not apply any Gross School Revenues to costs and expenses of administrative services unless and until all Rent is fully paid and the Loan is not in default.

3.7 **Approval of Engagement of Independent Consultant.** Whenever the Lease provides for the retention or engagement of an Independent Consultant by Lessee, such Independent Consultant will be engaged in the manner as set forth herein.

Upon the selection by Lessee of an Independent Consultant as required under the provisions of the Lease, the Lessor will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (i) include the name of the Independent Consultant and a brief description of the Independent Consultant, (ii) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of the Lease that require the Independent Consultant to be engaged, and (iii) state that the Holder of the Outstanding Related

Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the applicable Lessor is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, Lessee will select another Independent Consultant which may be engaged upon compliance with the procedures described herein.

3.8 **Pledge of Gross School Revenues.** To secure the payment and performance of its obligations under the Lease, Lessee hereby pledges to Lessor and grants Lessor a security interest in the Gross School Revenues. From time to time, Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of Lessee under the Lease and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Lessor under this Lease shall have no recourse under this Lease to, any funds or assets of Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

3.9 **Financial Reporting.** Upon written request of the Borrower, Bond Trustee, or Master Trustee, Lessee agrees to provide the Borrower, and upon written request of the Bond Trustee or Master Trustee, to the Bond Trustee or Master Trustee, the following information:

3.9.1 If Lessee is undertaking any construction at the Premises, not later than 60 days after the end of each fiscal quarter of Lessee, a construction progress report with respect to such construction, until such construction is substantially complete.

3.9.2 Quarterly unaudited financial information and operating data of the Obligated Group Schools not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023.

3.9.3 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a report of the Obligated Group Schools' quarterly enrollment data by grade for the previous fiscal quarter.

3.9.4 Once adopted, a copy of the annual budget of the Obligated Group Schools for the subsequent Fiscal Year.

3.9.5 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a year to date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable fiscal year.

3.9.6 Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2023, a copy of any recommendations of any Independent Consultant received in accordance with the Master Indenture pursuant to the Liquidity Covenant and Payment Coverage Ratio covenant under the Leases described above.

3.9.7 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, copies of the audited financial statements of Lessee and the Obligated Group Schools for the prior fiscal year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

3.9.8 Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2023, the certifications and calculations of the Days Cash on Hand for the Obligated Group Schools and the Consolidated Payment Coverage Ratio for the Obligated Group Schools as described in the Liquidity Covenant and Consolidated Payment Coverage Ratio covenant under the Leases described above.

3.9.9 Such other information as may be reasonably requested by the Borrower, the Authority, the Trustee or the Master Trustee.

3.10 **Limitations on Obligated Group School Indebtedness.** Lessee covenants that it will not incur, assume or guarantee (“**incur**”) any Obligated Group School Indebtedness (secured or unsecured), except Obligated Group School Indebtedness with respect to purposes specifically benefiting Lessee, and except as provided below.

3.10.1 **Nonrecourse Indebtedness.** To the extent permitted by applicable law and if no Breach under the Leases, or an event that with the giving of notice or passage of time or both would constitute an Breach under the Leases, has occurred and is continuing, Lessee may incur or assume Nonrecourse Indebtedness (as defined below), but limited with Short-Term Indebtedness (as defined below), and Interim Indebtedness (as defined below) to a total aggregate principal amount outstanding at any time that is not in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) the maximum amount of advance apportionment and principal apportionment due to the Obligated Group Schools in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments (collectively “**Maximum Deferred Apportionment**”).

3.10.2 **Short-Term Indebtedness.** Lessee may incur Short-Term Indebtedness (as defined below) for working capital purposes as in its judgment is deemed expedient, provided that in no event will Lessee incur Short-Term Indebtedness, together with outstanding Nonrecourse Indebtedness and Interim Indebtedness (as defined below) in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.3 **Interim Indebtedness.** Lessee may incur Interim Indebtedness (as defined below) as in its judgment is deemed expedient, provided that in no event will Lessee incur

Interim Indebtedness, together with outstanding Nonrecourse Indebtedness and Short-Term Indebtedness, on a combined basis, is in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

3.10.4 **Facility Leases.** Obligated Group School Indebtedness consisting of leases for charter school facilities, the term of which do not exceed two years (including any term extension options), may be incurred without limitation. A lease for a charter school facility with a term exceeding two years (including any term extension options) shall not be considered Nonrecourse Indebtedness subject to the tests therefor set forth above, but may be incurred if an Independent Consultant selected by Lessee provides a written report to the Master Trustee (A) setting forth projections which indicate forecasted Payment Coverage Ratio for each of the fiscal years under the term of such lease, taking into account such lease, of not less than 1.10:1.00.

3.10.5 “**Interim Indebtedness**” means all Obligated Group School Indebtedness having an original maturity less than or equal to five years and not renewable at the option of Lessee for a term greater than five years from the date of original incurrence or issuance.

3.10.6 “**Nonrecourse Indebtedness**” means all Obligated Group School Indebtedness with respect to which the obligee is prevented by applicable law or contractual arrangement from exercising recourse, or any other right or remedy exercisable by a creditor, against all or any part of the Premises or the Improvements in order to pay, satisfy or discharge all or any part of the Obligated Group School Indebtedness.

3.10.7 “**Short-Term Indebtedness**” means all Obligated Group School Indebtedness having an original maturity less than or equal to one year and not renewable at the option of Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Short-Term Indebtedness that has been issued as revenue anticipation notes (“**RANS**”) will not be included or counted as Short-Term Indebtedness to the extent that the RANS are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANS.

EXHIBIT D

Form of Intercept Notice

Notice to the State Controller Pursuant to Education Code Section 17199.4

[Insert Date]

Re: California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Sustainability Bonds) and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023B (Taxable)

WHEREAS, GRUPO NUEVO LOS ANGELES (the “Borrower”) has entered into a Loan Agreement, dated as of [date], by and between the California School Finance Authority (the “Authority”) and the Borrower, providing for a loan (the “Loan”) for the acquisition and construction of charter school facilities to be owned by the Borrower and Leased to CAMINO NUEVO CHARTER ACADEMY, a California nonprofit public benefit corporation, which operates Camino Nuevo Elementary #3, a school established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the “Lessee”) (CDS #19-64733-0122564); and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the “Bonds”) to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(a)(1) AND (4) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “State Controller”), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on January 17, 2023, and Section 17199.4(A)(1) and (4) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the “State Intercept” column set forth on Schedule I attached hereto, directly to Wilmington Trust, National Association, as trustee (the “Trustee”), for the Bonds. If the amount transferred on any transfer date is less than the amount in the “State Intercept” column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to

U.S. Bank Trust Company, National Association
[Insert Address]

(Signature on next page)

(Signature page to intercept notice)

CAMINO NUEVO CHARTER ACADEMY,
as operator of
Camino Nuevo Elementary #3

By: _____
Name: _____
Title: _____

Schedule 1

Intercept Payment Amounts and Dates

(Remainder of page intentionally left blank)

Coversheet

Final Lease Analysis

Section: V. Contracts and Leases
Item: G. Final Lease Analysis
Purpose: FYI
Submitted by:
Related Material: Final Lease Information.pdf

Old Loan and Lease Payments

	Base Rent (Loan Payments)	Additional Rent	Total Rent	Outstanding Principal
Eisner	218,928	27,333	246,261	1,223,814
Burlington	303,440	441,784	745,224	4,367,551
Dalzell	533,329	35,760	569,089	5,006,755
Sub Total	1,055,697	504,877	1,560,574	10,598,120
Head School Office	60,509	12,427	72,936	701,225
Total	1,116,206	517,304	1,633,510	11,299,345

0.646629588

Maximize SB 740

	Projected ADA	SB 740 @ 1313	Min Rent to Max SB 740
Eisner	265	347,945	463,927
Burlington	560	735,280	980,373
Dalzell	483	634,179	845,572
	1308	1,717,404	2,289,872

Option 3A: Total rent equals current additional rent; Base rent based on ADA

64%

	Total Base Rent @ 834,743	Additional Rent (Avg for entire lease)	Total Rent	SB 740 @ 1313	SB740 Covered by Rent	Remaining SB740	Other eligible costs Utilities, Janitorial, Landscaping	SB740 left on the table	HSO Lease	Rent reduction
Eisner	\$ 140,529	\$ 110,505	\$ 251,035	\$ 347,945	\$ 188,276	\$ 159,669	\$ 117,000	\$ 71,919	\$ 14,777	\$ 37,336
Burlington	\$ 296,942	\$ 233,502	\$ 530,444	\$ 735,280	\$ 397,833	\$ 337,447	\$ 361,000	\$ 66,697	\$ 31,226	\$ 246,007
Dalzell	\$ 256,156	\$ 201,430	\$ 457,586	\$ 634,179	\$ 343,189	\$ 290,990	\$ 320,000	\$ 50,990	\$ 26,933	\$ 138,436
HSO	\$ 72,936	\$ -	\$ 72,936							\$ -
Total	\$ 766,563	\$ 545,437	\$ 1,312,000	\$ 1,717,404	\$ 929,298	\$ 788,106	\$ 798,000	\$ 189,606	\$ 72,936	\$ 421,779

HSO Rent to stay the same \$72,936, credit to be applied to the 3 schools on an ADA split

Coversheet

School Support Services Agreement: School Site Technicians

Section: V. Contracts and Leases
Item: H. School Support Services Agreement: School Site Technicians
Purpose: Vote
Submitted by:
Related Material: 23-24 School Support Services Agreement - School Site Technicians.pdf

SCHOOL SUPPORT SERVICES AGREEMENT

School Site Technician

This School Support Services Agreement (“Agreement”) is entered into and effective July 1, 2023, by and between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA”) and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), collectively the “Parties”, with respect to the following:

A. CNCA is organized for public and charitable purposes to operate one or more schools and to provide related comprehensive public education programs for students in kindergarten through twelfth grade in low-income, predominantly immigrant and multilingual areas.

B. PN-EDG is organized for charitable purposes to promote, support, benefit, and help carry out the purposes of CNCA, and to expand the community support services that CNCA has historically provided.

C. The Parties desire to enter into this Agreement for PN-EDG to provide support services to CNCA, including with regard to internship placement, community service graduation requirement, summer bridge facilitation and dual enrollment support services, as set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

1. SCHOOL SUPPORT SERVICES. During the term of this Agreement and as requested by CNCA, PN-EDG shall provide the support services described in Exhibit A to this Agreement (“Services”). The Parties may agree to modify the Services at any time by amending Exhibit A in writing.

2. TERM OF AGREEMENT; TERMINATION. This Agreement commences on the Effective Date above and shall continue through June 30, 2024. Either Party may terminate this Agreement with or without cause upon thirty (30) days written notice. In the event of termination, CNCA shall pay PN-EDG any unpaid portion of the Services performed through the effective date of the termination.

3. COMPENSATION. As compensation for the Services, CNCA agrees to pay PN-EDG in full for the cost for two (2) full-time School Site Technicians and one (1) part-time School Site Technicians’ salary and benefits. In addition, CNCA shall reimburse PN-EDG for all Services-related expenses, subject to CNCA’s reimbursement and approval policies. PN-EDG shall itemize such costs and provide CNCA a monthly invoice with evidence of the expenses. CNCA shall pay such invoice within thirty (30) days of receipt. In the event that an expense is disputed, the Parties shall meet and confer to resolve the dispute in accordance with Section 16 of this Agreement.

4. RELATIONSHIP OF THE PARTIES. The provisions of this Agreement are not intended to create nor shall be deemed or construed to create any relationship between CNCA and PN-EDG other than for the purpose of effectuating this Agreement. Neither of the Parties, nor any of their respective officers, directors, or employees, shall be construed to be the agent, employer, or representative of the other, except as specifically provided herein, or by subsequent written agreement.

5. INSURANCE.

5.1. CNCA will maintain customary and reasonable insurance, including coverage for

professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage. CNCA will name PN-EDG as an additional insured under all CNCA policies.

5.2. PN-EDG will maintain customary and reasonable insurance, including coverage for professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage.

5.3. The Parties agree that the insurance coverage in place on the commencement date satisfies the requirements of this Section 5.

5.4. Each Party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

6. INDEMNITY. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party. The indemnity, defense and hold harmless obligations in this Section 6 shall survive the termination of this Agreement.

7. NOTICE. Any notice required or permitted under this Agreement shall be deemed given when actually delivered, including by electronic delivery, or when deposited in the mail, certified or registered, postage prepaid, addressed as follows:

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Margaret Domingo
Email: Margarita.Domingo@pueblonuevo.org

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer
Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

9. HEADINGS. The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

10. ASSIGNMENT. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

11. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement.

12. AMENDMENTS. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both Parties. The Parties anticipate additional services to be provided and negotiated directly by designees of the CNCA and PN-EDG boards.

13. WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

14. CONTROLLING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

15. ENFORCEMENT. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

16. DISPUTE RESOLUTION. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint will give written notice of the failure to resolve the dispute to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with each of the principal Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the dispute will be arbitrated in Los Angeles County, California, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS. The arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to fully and finally resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable, as well as any dispute as to the arbitrability of any such claims. The arbitration proceedings set forth and any arbitration award that results from those proceedings shall be confidential, unless disclosure is otherwise required by law or judicial decision. Please note, by agreeing to this binding arbitration provision, the Parties waive certain important rights and protections that otherwise may have been available if the dispute were determined by a court of law in a proceeding governed by judicial procedures, including the right to a jury trial and to appeal. An arbitration award is final and subject to a limited right of appeal, and arbitration may not include procedures, such as discovery, typically available in a judicial proceeding.

17. ATTORNEYS' FEES. In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement,

the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

18. AUTHORITY TO CONTRACT. Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

19. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

By: _____

By: _____

Name: Adriana Abich

Name: Tamara Powers

Its: Chief Executive Officer

Its: Board President

Date: _____

Date: _____

Exhibit A
Description of School Support Services by Career Development & Internship Coordinator

The Services provided by PN-EDG pursuant to this Agreement include the following:

1. X
2. X

Coversheet

MOU between CNCA and CNTA changing the definition of "Years of Teaching Experience" in the CBA

Section: V. Contracts and Leases
Item: I. MOU between CNCA and CNTA changing the definition of "Years of Teaching Experience" in the CBA
Purpose: Vote
Submitted by:
Related Material: MOU- 2023-24- Years of Eligible Experience.pdf



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MEMORANDUM OF UNDERSTANDING BETWEEN
CAMINO NUEVO CHARTER ACADEMY
AND
CAMINO NUEVO TEACHERS ASSOCIATION
REGARDING

**TEMPORARY MODIFICATION OF COLLECTIVE BARGAINING
AGREEMENT REGARDING DEFINITION OF YEARS OF ELIGIBLE
EXPERIENCE FOR TEACHERS**

June 20, 2023

WHEREAS due to ongoing impact of the nationwide teacher shortage, Camino Nuevo Charter Academy (CNCA) has experienced difficulty in their mission to hire quality teachers with appropriate experience and competence;

WHEREAS, CNCA recognizes the need to temporarily modify from July 1, 2023 through June 30, 2024 the definition of what constitutes “years of eligible experience” contained in the 2021-2024 Collective Bargaining Agreement (CBA).

NOW, THEREFORE, Camino Nuevo Teachers Association (CNTA) and (CNCA) agree as follows:

1. Article 3 (k) of the 2021-2024 CBA shall be temporarily modified for one (1) year to define “Years of Eligible Experience” as:
“Years of eligible experience” shall be defined as experience in a full time, TK-12 school setting in the United States performed under a valid US teaching credential. Unit members or applicants with “out of the classroom” experience may receive credit for this experience on the teacher salary table if the assignment was served in an instructional coaching capacity for classroom teachers in a TK-12 setting. Additional documentation may be required to verify that the assignment is eligible to receive credit for the experience as defined in this section. Experience directly related to a teaching assignment, that does not meet the criteria above, may be submitted for approval to the HR Department. If the request is denied, the applicant or unit member may appeal the decision by submitting a formal request to the Chief Executive Officer (please refer to Exhibit E). Approval of such experience is at the discretion of the Chief Executive Officer and based solely on the CEO’s evaluation of the value of the experience for current instructional needs, and shall not set a precedent for future acceptance of experience.
2. This agreement applies to new and returning teachers and shall expire automatically of its own accord on June 30, 2024.
3. Returning teachers who request their pre-CNCA teaching experience be reconsidered for credit pursuant to this amendment must do so according to the timelines established in Article 22(d) of the 2021-2024 CBA.
4. These temporary changes will be in effect July 1, 2023 through June 30, 2024 only, and shall expire as of June 30, 2024.

Date: _____, 2023 **CAMINO NUEVO CHARTER ACADEMY**

By: _____
Adriana Abich, CEO

Date: _____, 2023 **CAMINO NUEVO TEACHERS ASSOCIATION**

By: _____
Laura Farrel, CNTA President

DATE OF BOARD APPROVAL: _____

Coversheet

Presentation of SY 22-23 Local Indicators

Section: VI. Presentation of SY 22-23 Local Indicators
Item: A. Presentation of SY 22-23 Local Indicators
Purpose: Vote
Submitted by:
Related Material: 2022-2023 CA Dashboard Local Indicators.pdf



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**CA Dashboard: Local Indicators
 2022-2023**

LCFF Priority 1
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Indicator	Burlington	CAS-EIS	CIS	DAL	Kayne
Number and Percentage of Teacher Misassignments of Teachers of ELs	0%	0%	0%	0%	0%
Vacant Teacher Positions	1	1	4	1	1
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0%	0%	0%	0%	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0	0	0	0	0



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LCFF Priority 2

Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5



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Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

Other Adopted Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	Rating
Career Technical Education	N/A
Health Education Content Standards	4
Physical Education Model Content Standards	4



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Visual and Performing Arts	4
World Language	4

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	4
Providing support for teachers on the standards they have not yet mastered	3

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Camino Nuevo Charter Academy has prioritized the implementation of aligned curriculum in ELA, Math, and ELD for all applicable students in all grades. For Next Generation Science Standards, we have prioritized the roll-out of aligned curriculum in grades 6-12 with some piloting teachers in grades K-3. For History and Social Science, we have an ongoing partnership with the UCLA History and Geography Project to create aligned curriculum for grades 6-12. We will explore expansion of NGSS and the History-Social Science Framework to lower grades in the coming years. For now, these grades receive science and social studies content integrated throughout our knowledge building ELA curriculum.



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LCFF Priority 3

Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4



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<p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p>	<p>4</p>
--	----------

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

- a. CNCA has full-time and bilingual Family Coordinators at each school who are guided and supported by the Director of Parent Engagement and Advocacy at the Home Support Office for alignment and consistency in the program.
- b. A fully implemented common communication platform called Parent Square has a variety of features to allow for two-way communication between staff and families. The platform includes capability for posting information, collecting surveys/polls responses, sending messages to a targeted audience, and allowing direct messages. Our communication platform has the capability of translating information into more than one hundred languages to support efficient communication. Schools can choose a default second language so that the majority of the second language population does not have to explicitly make that choice. Parents who desire a language different from English or the school's default second language can select their own language from their accounts page.
- c. Professional development sessions for staff on how to build meaningful relationships with families.
- d. Coaching sessions with teachers on how to communicate with families and work alongside to support student achievement.
- e. Case management and referrals for families in need of social services, mental health, medical services, housing resources, etc.
- f. Parents have an array of volunteer opportunities to choose from to support the classroom/teacher and/or the school.
- g. Sites host school events and classroom activities where parents can attend and interact with staff.
- h. Schools assure an inclusive and friendly environment where all families feel comfortable, heard and welcome. According to our Winter 2023 Family Survey, 95% percent of families strongly agree or agree that they feel welcome at their child's school.
- i. Our Winter 2023 family survey also indicated that family engagement defined as the degree to which families become involved with and interact with their child's school is currently at 73%.



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2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

It’s necessary for schools to create more opportunities for teachers, school leaders, classified staff and parents to collaborate and get to know each other. Professional development for teachers and classified staff continues to be a priority to emphasize that family engagement is everyone's responsibility.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, schools should have readily available translators when in need for parent meetings. In addition, it’s important to host social events where every culture in school is represented and valued.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3



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Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

- a. Schools build parent capacity to support their children at home by offering academic parent workshops:
 - i. Prepping families/students for SBAC/ELPAC.
 - ii. Understanding SBAC results/reports.
 - iii. Our Special Education Support.
 - iv. How to have Successful Parent-Teacher Conferences.
 - v. Getting Familiar with the ARC Reading Curriculum and Assessments
 - vi. I-Ready Math
 - vii. Shifts in Common Core Standards
 - viii. Understanding our Mental Health Support Program

According to our Winter 2023 Family Survey 86% of families who attended workshops believe they allow them to gain important information about their child and the school.

- b. Schools conduct parent-teacher conferences in October, January and April where parents get the opportunity to talk to teachers about their child’s academic progress and learn tips on how to support them at home.
- c. Schools share academic data, school goals, updates and helpful tips during their monthly parent meetings.
- d. Parents and teachers communicate via Parent Square to celebrate successes, plan events, collect information, and share quick academic updates.



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2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

To strengthen the school and home partnership to support student outcomes, schools need to encourage more teachers to facilitate consistent academic parent workshops and conduct data walks. Schools must create more opportunities for parents to get familiar with the curriculum, assessments and how they can support homework and learning environments. More professional development is also needed to guide teachers on best practices on how to present data in a parent friendly way.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families, schools are encouraged to create more learning opportunities for them to better understand the education system and how their support is crucial for student achievement. It needs to be a partnership where teachers and parents are learning from each other how to better support the student.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3



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Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.**
 - a. Parent leaders in the School Site Council provide input on the LCAP goals, Consolidated App., School Safety Plan, Wellness Policy, Parent Involvement Policy, as well as regarding school practices/changes that affect their children.
 - b. All families are invited to the Annual Title I Meeting where they can provide feedback on the Parent Involvement Policy. The Policy is also shared via Parent Square to allow for families who couldn’t attend the meeting. This allows all families an opportunity to provide input.
 - c. Annually, families receive a survey which allows them to anonymously provide their responses, celebrations and suggestions for improvement. Results are shared with all stakeholders which then allows us to track trends, progress and make any adjustments needed to improve families’ experiences at our school.
 - d. During our monthly parent meetings, parents have ample time to ask questions, share concerns and offer solutions about any updates discussed.
 - e. Parents can reach out to school leaders and teachers via Parent Square, in-person or by stopping by the office to request a meeting to share concerns, provide feedback or inquiry about an issue.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.**



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Schools need to strengthen their efforts in recruiting and training families and teachers to participate in leadership committees. The training should include guidelines on best practices to provide constructive feedback and input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Schools need to encourage underrepresented families to join leadership committees and use their voice to reach out to teachers, staff and leaders. Schools are asked to provide the conditions necessary for them to feel comfortable in sharing their concerns, ideas and suggestions to provoke change.



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School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

The data shows that most students feel supported at their schools. There are also indicators that students feel safe as it relates to school health protocols for Covid prevention. The data also shows that most students have positive relationships with their teachers and school staff.

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

We do see opportunities for fostering a sense of belonging in the community. Students went from a period of isolation in distance learning, to fully in-person learning. Strengthening their readiness to learn is also an area of focus for us as we plan ahead.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Students are still adjusting to the inconsistencies that came with the Covid era of their academic experience. The community went from isolated studies to a full in-person educational setting. We believe that providing students with spaces to connect with the community and have a sense of connection will have a meaningful impact on their readiness to learn and feel a sense of belonging. We have started this strategic work with the following +

- Implementing a Culture Calendar: This is dispersed to the student body at each school and community connection is highlighted and celebrated.



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- Anti-Bullying Assemblies/Campaigns : In an effort to foster a positive, accepting environment , we have had a “Call to action” for all students. In these spaces students are asked to make a commitment to speak up for one another. To take a stand against bullying. We have paired these assemblies with posters throughout the campuses to remind students of their commitment.
- Assemblies about respecting personal space . : We have also seen that some students still battle with social anxiety and that can impede on the ability to focus. We intend to continue to combat this with assemblies that help with their social emotional awareness of themselves and the world around them.
- Trauma-Informed Training for staff: As we continue to be strategic in our approach with students, we see the importance of staff involvement. For this reason we have spaces where teachers and school staff can learn ways to engage with students in ways that allow them to thrive and remind them of their strengths and capabilities. We believe every child-facing adult on campus can have a meaningful impact in a child’s life.
- Alternatives to suspension: We have had a strong push toward restorative practices as it relates to student behavior. Not only in opportunities for staff professional development, but also in our systems. We always consider restorative ways to respond to behavior in lieu of suspension or other punitive measures whenever possible.



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LCFF Priority 7

Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The tools that the LEA uses to track the extent to which all students have access to, and are enrolled in, a broad course of student, include:

- A robust college counseling program aimed at enrolling all students in a-g courses
- The collection of multi-subjects teachers' schedules at the TK-5 schedule, with a review by administrators to look for all core subjects
- The design of an electives/specials schedule that provides students with enrichment opportunities in the arts, PE, and STEM

The LEA has a full inclusion model for both students with disabilities and multilingual learners, so they are not excluded from a broad course of study.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students are enrolled in a broad course of study with respect to the core classes. Students in grades TK-5 and high school have access to and are enrolled in a broad course of elective or enrichment offerings as well. Most students at the middle school level (grades 6-8) are enrolled in a broad course of study. Subgroups who we must prioritize in this area are middle school students who are dually identified as ELLs and students with disabilities, as well as students who are performing below grade level in both math and reading. These students are enrolled in limited enrichment electives.



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Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The barrier to providing the middle school subgroups identified above access to a broad course of study is that they are in multiple academic support classes during the elective blocks.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

For the 23-24 school year we are piloting a new master schedule in an attempt to ensure that all students receive both elective and academic intervention courses, as well as their core subjects.

Coversheet

Approval of LCAPs for Burlington, Castellanos-Eisner, Cisneros, Dalzell Lance, Kayne Siart

Section: VII. LCAP Approval
Item: A. Approval of LCAPs for Burlington, Castellanos-Eisner, Cisneros,
Dalzell Lance, Kayne Siart
Purpose: Vote
Submitted by:
Related Material: 23-24 CNCA BudgetOverviewforParents.pdf
23-24 CNCA LCAP.pdf
23-24 CNCA LCAP Action Tables.pdf
23-24 CNCA2 BudgetOverviewforParents.pdf
23-24 CNCA2 LCAP.pdf
23-24 CNCA2 LCAP Action Tables.pdf
23-24 CNCA3 BudgetOverviewforParents.pdf
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23-24 CNCA4 LCAP Action Tables.pdf
23-24 CNHS2 BudgetOverviewforParents.pdf
23-24 CNCA HS #2 LCAP.pdf
23-24 CNHS2 BudgetOverviewforParents.pdf

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo Charter Academy
CDS code:	19-64733-6117667
LEA contact information:	Juliana Santos, Principal, 213-413-4245, juliana.santos@caminonuevo.org
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	8,369,533
LCFF supplemental & concentration grants	\$	2,634,598
All other state funds	\$	1,371,633
All local funds	\$	644,314
All federal funds	\$	1,733,543
Total Projected Revenue	\$	12,119,023
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	12,063,452
Total Budgeted Expenditures in the LCAP	\$	9,536,909
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,797,870
Expenditures not in the LCAP	\$	2,526,542
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,960,439

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	3,027,201
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LCFF Budget Overview for Parents: Narrative Responses

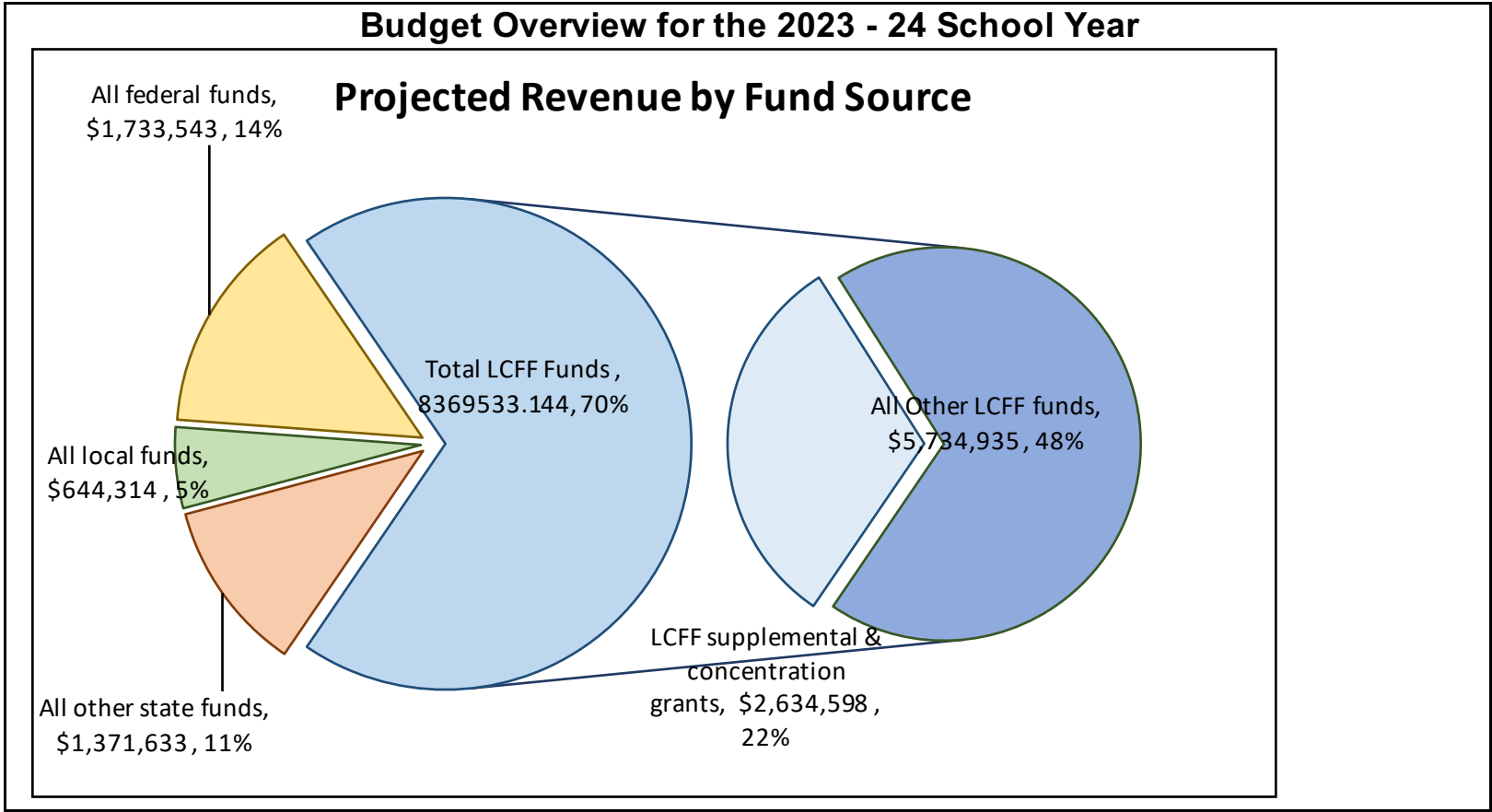
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy
 CDS Code: 19-64733-6117667
 School Year: 2023 - 24
 LEA contact information: Juliana Santos, Principal, 213-413-4245, juliana.santos@caminonuevo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

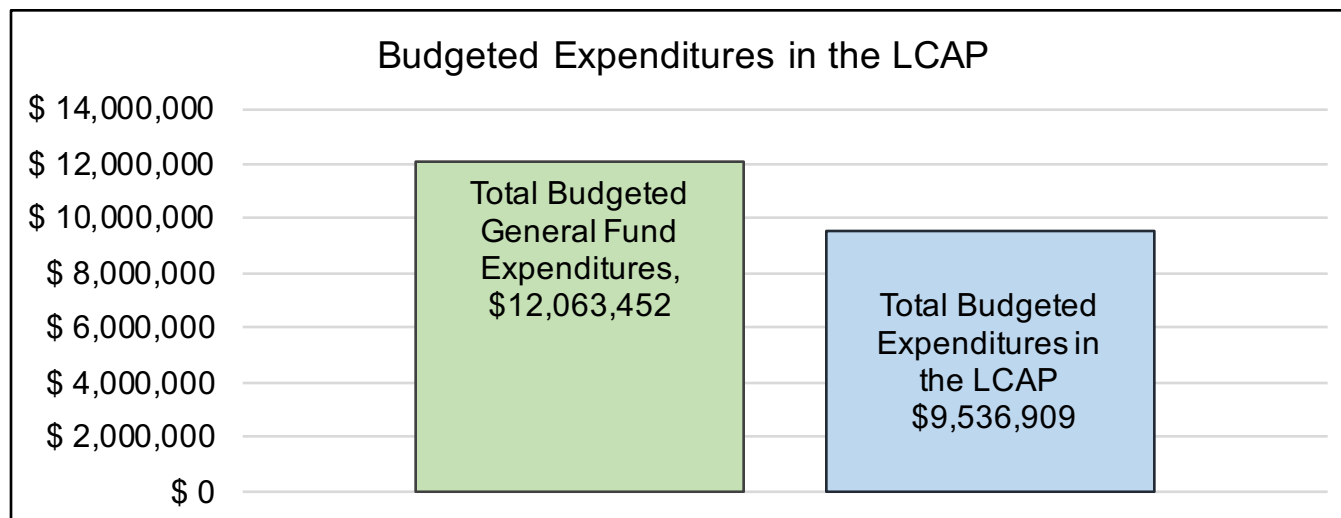


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy is \$12,119,023.35, of which \$8,369,533.14 is Local Control Funding Formula (LCFF), \$1,371,633.27 is other state funds, \$644,314.26 is local funds, and \$1,733,542.68 is federal funds. Of the \$8,369,533.14 in LCFF Funds, \$2,634,597.73 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

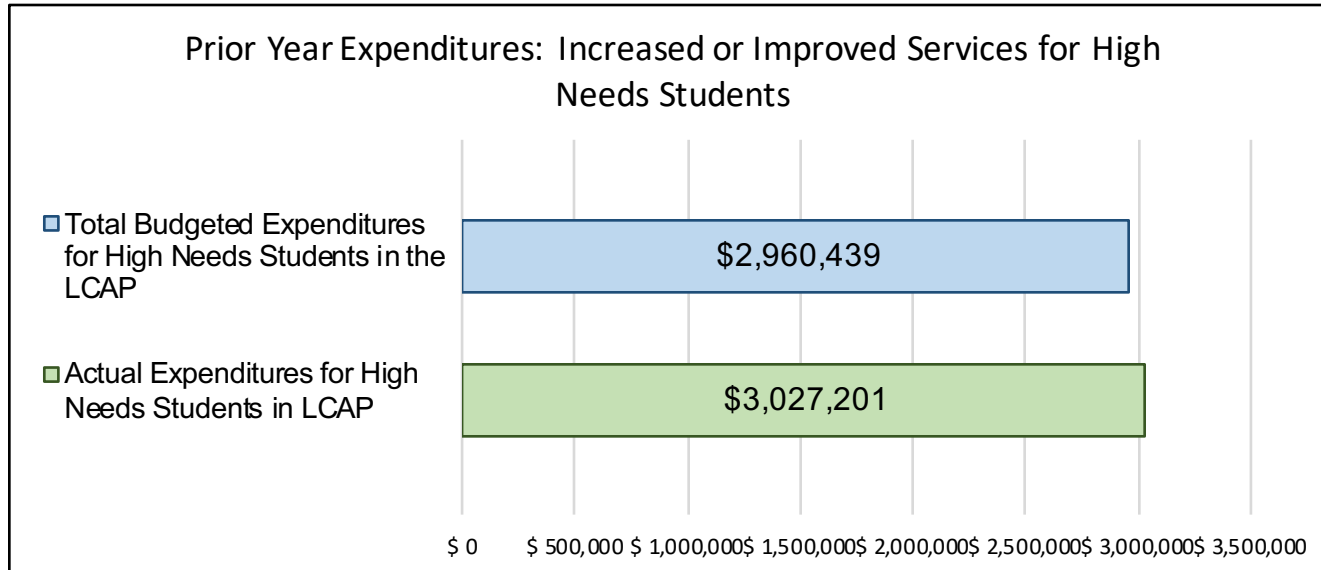
The text description of the above chart is as follows: Camino Nuevo Charter Academy plans to spend \$12,063,451.51 for the 2023 - 24 school year. Of that amount, \$9,536,909.35 is tied to actions/services in the LCAP and \$2,526,542.16 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo Charter Academy is projecting it will receive \$2,634,597.73 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Charter Academy plans to spend \$2,797,870.30 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo Charter Academy's LCAP budgeted \$2,960,439.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent \$3,027,201.29 for actions to increase or improve services for high needs students in 2022 - 23.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy	Juliana Santos, Principal	Juliana.santos@caminonuevo.org 213-413-4245

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

CNCA has been able to regain academic achievement levels similar to what students were achieving prior to the COVID-19 pandemic in ELA, and actually improved scores in science performance. The reclassification and improvement rates for English Learners have remained strong. The school's suspension rate has remained low, and parent satisfaction and involvement has begun to increase. While there is still room for improvement, the school's chronic absenteeism rate has dropped dramatically, and the annual attendance rate has correspondingly improved.

Reflections: Identified Need

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

Academic performance in math is still below pre-pandemic levels. The percentage of teachers who are appropriately credentialed and assigned is still below target. While there is small improvement in the percentage of students meeting iReady growth targets, the majority of students are not achieving the expected growth. Additionally, there is still room for improvement in the school's absenteeism rates.

LCAP Highlights

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

The LCAP addresses our three key areas of focus: academic improvement, essential foundations for learning, and an inclusive and engaging school culture. As we continue our post-remote learning work, we know that our students need a comprehensive and holistic approach, which is reflected in our LCAP priorities. Under Goal 1, we are investing not just in English and math as critical areas, but in the arts, physical education, ethnic studies, technology, and more. We also recognize that students succeed when teachers succeed and are supported, and so we are continuing our commitment to professional development, partnerships, and stipends to support our teachers' creativity and tireless efforts. Under Goal 3, we have identified three critical pillars to support Camino culture: families, student engagement, and a positive school culture. Each of these has several components—tangible tokens of investment, strategic use of technology, and staffing and professional development to ensure that every person our students and families interact with is ready to offer their best.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

Overall, stakeholder feedback was positive throughout the LCAP input process throughout the year. Teachers appreciated the new curriculums that had been invested in, particularly the new approach to mathematics instruction. Faculty and staff also expressed appreciation for an increased sense of collective efficacy, including the school's wellness days where staff members would facilitate opportunities for each other for self-care. Staff, students, and families all expressed appreciation for the Ethnic Studies approach at all grade levels. Similarly, there was tremendous gratitude for ELO-P related investments in expanded after-school offerings and sports.

Some concerns were expressed about the lack of space on campus and the limited playground area, a desire for more science exposure before 5th grade, more parent workshops, more hybrid meetings, an improved PA system, increased safety in the alley, safe pathways for kids, and a school library.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a direct result of feedback from our educational partners, CNCA is making the following investments in this year's LCAP: more playground equipment (Goal 3, Action 3), increased science materials (Goal 1, Action 1), more parent workshops (Goal 3, Action 1), hybrid meeting infrastructure (Goal 3, Action 1), improved PA system (Goal 2, Action 1), and creating a school library through ELO-P.

Goals and Actions

Goal

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 Priority 2- State Standards, State Priority 4 - Pupil Achievement, and State Priority 7 - Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	44.96% Met or Exceeded Standard	42.42% Meet or Exceeded Standard	results pending	[Insert outcome here]	55% Meet or Exceed
Performance on CAASPP Math (SBAC)	48.5% Met or Exceeded Standard	31.32% Met or Exceeded Standard	results pending	[Insert outcome here]	55% Meet or Exceed
Performance on CAASPP Science	18.18% Met or Exceeded Standard	22.4% Met or Exceeded Standard	results pending	[Insert outcome here]	45% Meet or Exceed
EL Reclassification Rate	30.2%	data not available; 52.3% ELPI per dashboard	results pending		20% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via iReady	Reading: 28% Math 37%	Reading: 28% Math 37%	Reading: 30% Math: 43%		CNCA schools use iReady to determine the % of students meeting typical growth expectations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	This action includes expenses for curriculum and equipment, books, project materials, instructional software, data analysis tools, and student and classroom technology.	\$159,680	Y
2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Expenses in this action include a variety of internal and external professional development, leadership development, academic memberships and partnerships, substitute teacher expenses, leadership and academic consultants, teacher stipends for additional contributions (including subbing, BCLAD, longevity, ELD support, instructional leadership, peer coaching, etc.), teacher support staffing (Teacher Residency Coach, TFA, AP of Instruction, teacher assistants, etc.), and support from the home office staff including the VP of Schools and Chief Academic Officer.	\$1,911,402	Y
3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	Expenses in this action include direct and related services for students with disabilities, training, supplies, and professional development.	\$1,866,729	N

Action #	Title	Description	Total Funds	Contributing
4	Use federal funding to supplement our curriculum	<p>Title I: Support our teachers by covering the cost of additional planning time for English Language Arts and English Learner supplemental support and investing in additional teacher assistants.</p> <p>Title II: Commit to staff tuition reimbursement for induction programs to allow teachers to clear their California teaching credential and stay in the profession long-term, and invest in professional development to support intellectual preparation, strong instructional practices, effective data cycles, trauma-sensitive education, and active engagement in the classroom.</p> <p>Title III: Fund the Director of Biliteracy and English Learners to lead professional development and coaching on practices to promote academic achievement for English Learners and invest in supplemental software to support English Language Development.</p> <p>Title IV: Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p>	\$378,038	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in leading to improvement in math and reading scores, and a strong indicator of English Learner Progress. However, the results are still modest and more investment is needed.

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

We are investing in strategic and targeted professional development and partnerships to meet the needs of our teachers and help them better meet the unique needs of our low-income students, English Learners, and foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will learn from trained educators using appropriate, standards-aligned instructional materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to meet State Priority 1 - Basic Conditions, State Priority 2 - State Standards, and State Priority 8 - Other Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately credentialed and assigned	86%	87%	80%	[Insert outcome here]	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	[Insert outcome here]	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure the strong basic functions of the school and front office	Expenses within this action include ensuring basic office and classroom supplies, basic copier costs, fees for services and consultants providing necessary financial and operational support, fiscal/operational software and licenses, external memberships and fees to support school operations, communications costs (phone, internet, postage), and basic staffing, including the CEO, Principal, School Operations Manager, and content teachers.	\$3,276,810	N
2	Maintain high standards of safety and cleanliness	This action includes expenses for a base level of custodians and custodial supplies, nursing services, emergency and first-aid supplies, and any additional materials or services to maintain a safe and clean environment for students and staff.	\$267,105	N
3	Provide a functional and compliant facility for students and staff	This action includes all essential facility costs, including rent/depreciation/interest expense, property taxes, utilities and basic facility operations (pest control, HVAC, etc.), facility maintenance, and repairs.	\$950,358	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences.

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

The actions were effective in maintaining the baseline needs of the program and addressing changing needs in facilities repairs, etc.

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

There are no significant changes in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Foster a positive and engaged 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 Priority 3 - Parental Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	97.5% (19-20)	90%	93% (estimated)	[Insert outcome here]	98.5% (2023-24)
Chronic Absenteeism Rate	3.91% (19-20)	40%	22%	[Insert outcome here]	2.5% (2023-24)
Suspension Rate	0.4% (19-20)	0.7%	pending	[Insert outcome here]	0.15% (2023-24)
Expulsion Rate	0% (19-20)	0%	0%		0% (2023-24)
Local Indicator: % favorable response to student survey question “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college.”	73% (20-21)	62%	pending		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: Family Engagement – the degree to which families become involved with and interact with their child’s school	73% (20-21)	66%	73%		80%
Middle School Dropout Rate	0%	0%	0%		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in high levels of parent involvement	Expenses in this action include the costs of family workshops and appreciation events, schoolwide events, surveys and data collection to measure family involvement, software that supports seamless communication and updates to parents on student progress (ParentSquare, DeansList, etc.), and staff that ensures parent needs are prioritized, such as the Student & Family Services Coordinator and Registrar	\$113,526	Y
2	Ensure high levels of pupil engagement.	The expenses in this action include the costs for uniforms, additional security, memberships with community organizations and other external partnerships, field trips, costs of family services (like eyeglasses) that keep students in school, and additional office assistants to support attendance communication.	\$111,410	Y

Action #	Title	Description	Total Funds	Contributing
3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Expenses within this action include costs for social-emotional learning curriculum, student culture awards, recess equipment, student apparel, investments in the physical environment such as additional janitorial services and landscaping, teacher stipends for culture support (new teacher culture, student support & relationship-building, sunshine committee, team leaders, etc.), snacks for teachers to support additional meetings, and staff including additional psychologists, AP of Student Support, additional custodians, and campus aides.	\$501,852	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in maintaining a low suspension rate, increasing attendance, decreasing chronic absenteeism, and increasing family engagement.

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

Student satisfaction decreased, and attendance and family engagement is still below our target. Consequently, we are continuing to invest in partnerships, student incentives, events, and other culture and engagement-building mechanism to continue our upward trajectory.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,350,130	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.08%	0%	\$0	28.08%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 1: We have invested in instructional materials that are designed to meet the needs of our student population, with a specific focus on English Learners, foster youth, and low-income students. All of these expenses support our teachers in providing access to content that is comprehensible and engaging, particularly as we help our most vulnerable students recover from COVID-19 learning loss.

Goal 1, Action 2: Too often, our highest-need students (English Learners, foster youth, and low-income students) don't get the teachers they deserve because their needs are misunderstood and their teachers are not provided adequate support. We believe these investments will better equip our teachers to meet the unique learning needs of English Learners, foster youth, and low-income students, and help keep them in the profession serving those students because they feel their professional development and additional work is adequately supported.

Goal 3, Action 1: We recognize that for English Learners, foster youth, and low-income students, family involvement is critical AND that those families often face more barriers to being involved in school. Thus, we are strategically investing in these actions to ensure that all of our

families feel welcomed, that they can get their questions answered, and that the school has the resources and staffing necessary to actively communicate with even hard-to-reach and overwhelmed families to help drive student success.

Goal 3, Action 2: Chronic absenteeism is a huge challenge in education right now, and the most highly impacted groups are English Learners, foster youth, and low-income students. By focusing actively on expenses that support students wanting to go to school, feeling safe at school, and removing barriers to attendance, we hope to increase attendance schoolwide, but particularly for these vulnerable groups.

Goal 3, Action 3: While we are working towards a positive school climate for all students, we are aware that our foster youth, English Learners, and low-income students are often the most in need of a positive and stable school climate and often the first to suffer the consequences of a school climate that is less than healthy. Thus we are actively engaged in providing additional supports and incentives to ensure their experience of school is positive and they feel equipped to navigate the inevitable challenges that school brings each day.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, parental involvement, attendance, climate, and suspension/expulsion rates both schoolwide and for each of these subgroups.

The required percentage to increase or improve services is 31%. The planned quantitative increase in services exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$ 8,369,533	\$ 2,350,130	28.08%	0.00%	28.08%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 159,680	\$ 159,680	\$ -	\$ -	\$ -	\$ 159,680	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 1,911,402	\$ 1,911,402	\$ -	\$ -	\$ -	\$ 1,911,402	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 1,866,729	\$ 1,181,830	\$ 684,899	\$ -	\$ -	\$ 1,866,729	0.00%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 378,038		\$ -	\$ -	\$ 378,038	\$ 378,038	0.00%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 3,276,810	\$ 3,276,810	\$ -	\$ -	\$ -	\$ 3,276,810	0.00%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 267,105	\$ 267,105	\$ -	\$ -	\$ -	\$ 267,105	0.00%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 950,358	\$ 950,358	\$ -	\$ -	\$ -	\$ 950,358	0.00%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 113,526	\$ 113,526	\$ -	\$ -	\$ -	\$ 113,526	0.00%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 111,410	\$ 111,410	\$ -	\$ -	\$ -	\$ 111,410	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 501,852	\$ 501,852	\$ -	\$ -	\$ -	\$ 501,852	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,473,972	\$ 684,899	\$ -	\$ 378,038	9,536,909	\$ -	\$ 9,536,909

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	\$ 159,680	\$ -	\$ -	\$ -	\$ 159,680
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	\$ 1,911,402	\$ -	\$ -	\$ -	\$ 1,911,402
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	\$ 1,181,830	\$ 684,899	\$ -	\$ -	\$ 1,866,729
1	4	Use federal funding to supplement our curriculum	All	\$ -	\$ -	\$ -	\$ 378,038	\$ 378,038
2	1	Ensure the strong basic functions of the school and front office	All	\$ 3,276,810	\$ -	\$ -	\$ -	\$ 3,276,810
2	2	Maintain high standards of safety and cleanliness	All	\$ 267,105	\$ -	\$ -	\$ -	\$ 267,105
2	3	Provide a functional and compliant facility for students and staff	All	\$ 950,358	\$ -	\$ -	\$ -	\$ 950,358
3	1	Invest in high levels of parent involvement	All	\$ 113,526	\$ -	\$ -	\$ -	\$ 113,526
3	2	Ensure high levels of pupil engagement.	All	\$ 111,410	\$ -	\$ -	\$ -	\$ 111,410
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	\$ 501,852	\$ -	\$ -	\$ -	\$ 501,852

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 8,369,533	\$ 2,350,130	28.08%	0.00%	28.08%	\$ 2,797,870	0.00%	33.43%	Total:	\$ 2,797,870
								LEA-wide Total:	\$ 2,797,870
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide standard-aligned materials that ena	Yes	LEA-wide	All	All Schools	\$ 159,680	0.00%
1	2	Invest in additional resources, partnerships,	Yes	LEA-wide	All	All Schools	\$ 1,911,402	0.00%
1	3	Invest in Special Education support and staf	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Use federal funding to supplement our curri	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Ensure the strong basic functions of the sch	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Maintain high standards of safety and cleanl	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Provide a functional and compliant facility fo	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 113,526	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 111,410	0.00%
3	3	Invest in a positive and nurturing school clim	Yes	LEA-wide	All	All Schools	\$ 501,852	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,319,803.74	\$ 9,319,803.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 243,359	\$ 243,359
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,894,713	\$ 1,894,713
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 1,660,604	\$ 1,660,604
1	4	Use federal funding to supplement our curriculum	No	\$ 382,010	\$ 382,010
2	1	Ensure the strong basic functions of the school and front office	No	\$ 2,930,265	\$ 2,930,265
2	2	Maintain high standards of safety and cleanliness	No	\$ 206,046	\$ 206,046
2	3	Provide a functional and compliant facility for students and staff	No	\$ 1,113,678	\$ 1,113,678
3	1	Invest in high levels of parent involvement	Yes	\$ 179,306	\$ 179,306
3	2	Ensure high levels of pupil engagement.	Yes	\$ 214,653	\$ 214,653
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 495,170	\$ 495,170

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 2,797,870	\$ -	\$ 2,797,870	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 159,680		0.00%	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,911,402		0.00%	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.00%	0.00%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.00%	0.00%
2	1	Ensure the strong basic functions of the school and front office	No	\$ -	\$ -	0.00%	0.00%
2	2	Maintain high standards of safety and cleanliness	No	\$ -	\$ -	0.00%	0.00%
2	3	Provide a functional and compliant facility for students and staff	No	\$ -	\$ -	0.00%	0.00%
3	1	Invest in high levels of parent involvement	Yes	\$ 113,526		0.00%	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 111,410		0.00%	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 501,852		0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo Charter Academy #2
CDS code:	19-64733-0122861
LEA contact information:	Maria Duarte, maria.duarte@caminonuevo.org, 213-736-5542
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	9,509,555
LCFF supplemental & concentration grants	\$	2,634,598
All other state funds	\$	1,312,603
All local funds	\$	774,971
All federal funds	\$	1,124,082
Total Projected Revenue	\$	12,721,212
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	12,704,754
Total Budgeted Expenditures in the LCAP	\$	10,112,376
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,912,180
Expenditures not in the LCAP	\$	2,592,378
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,031,816

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	2,257,881
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LCFF Budget Overview for Parents: Narrative Responses

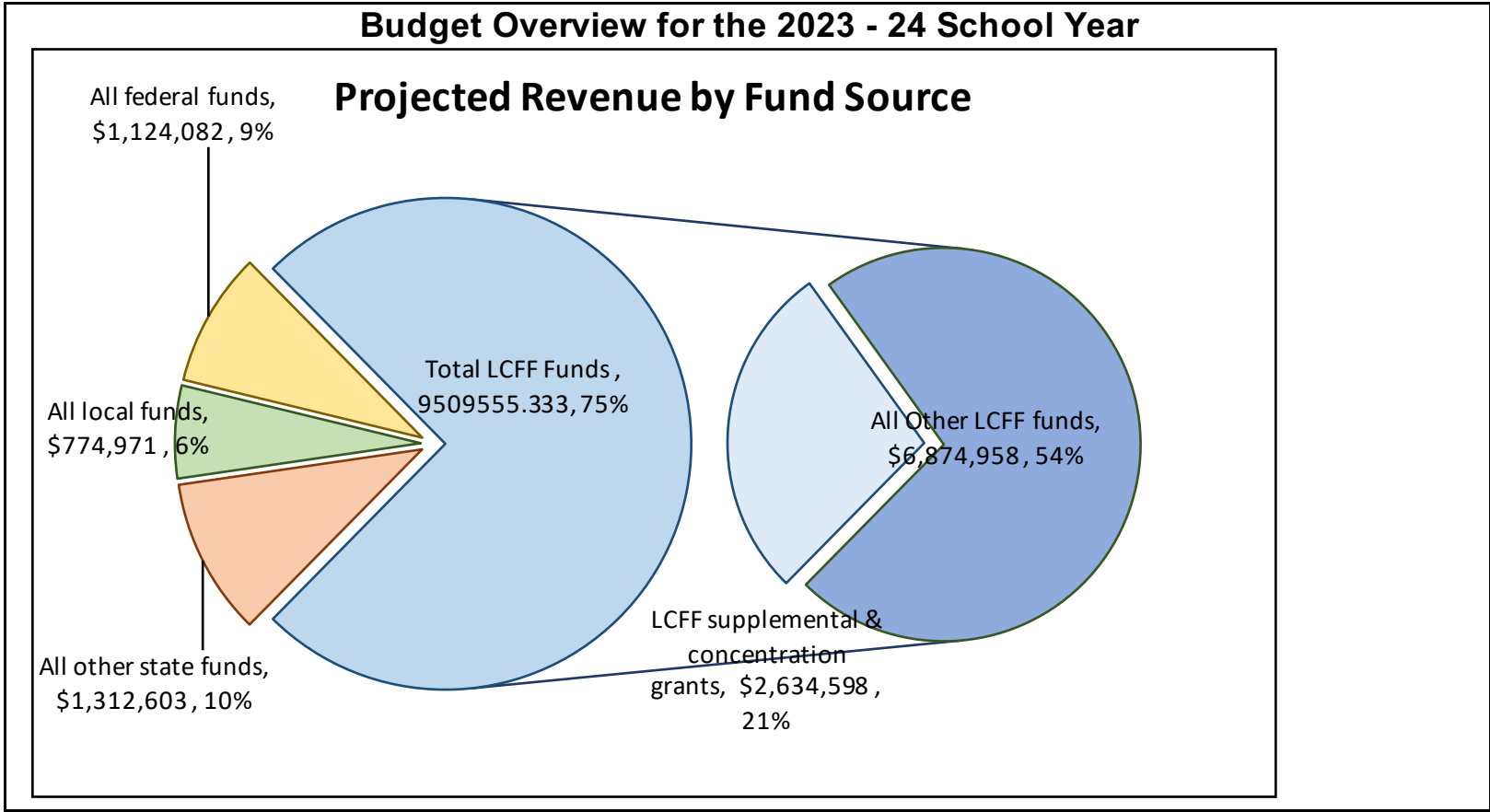
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2022 - 23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022 - 23.</p>	<p>Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2
 CDS Code: 19-64733-0122861
 School Year: 2023 - 24
 LEA contact information: Maria Duarte, maria.duarte@caminonuevo.org, 213-736-5542

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

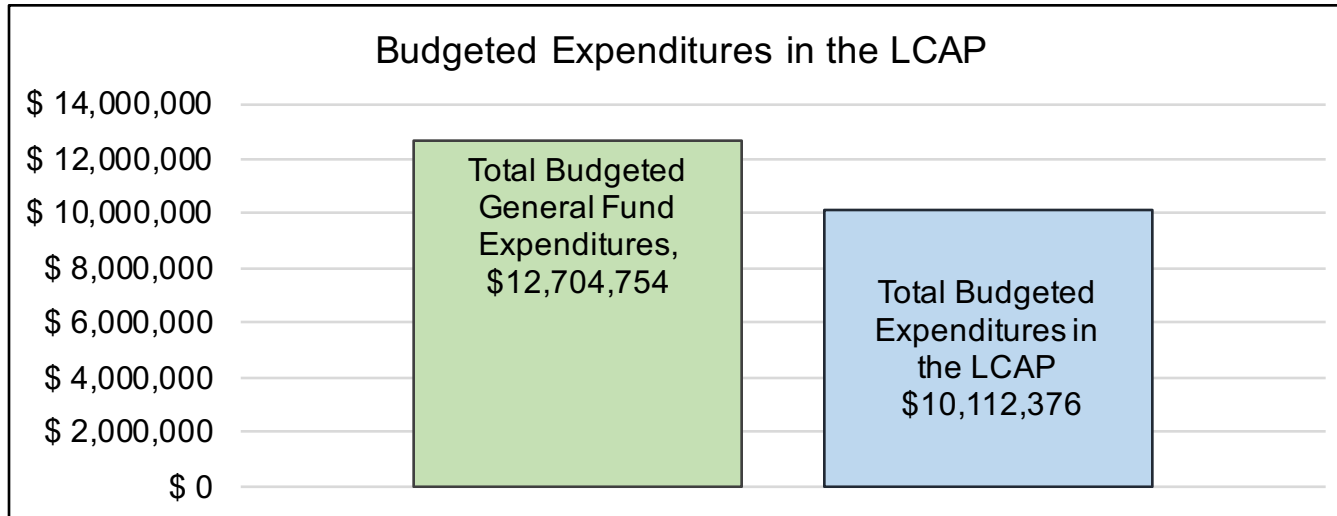


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #2 is \$12,721,211.56, of which \$9,509,555.33 is Local Control Funding Formula (LCFF), \$1,312,603.12 is other state funds, \$774,970.62 is local funds, and \$1,124,082.49 is federal funds. Of the \$9,509,555.33 in LCFF Funds, \$2,634,597.73 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy #2 plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

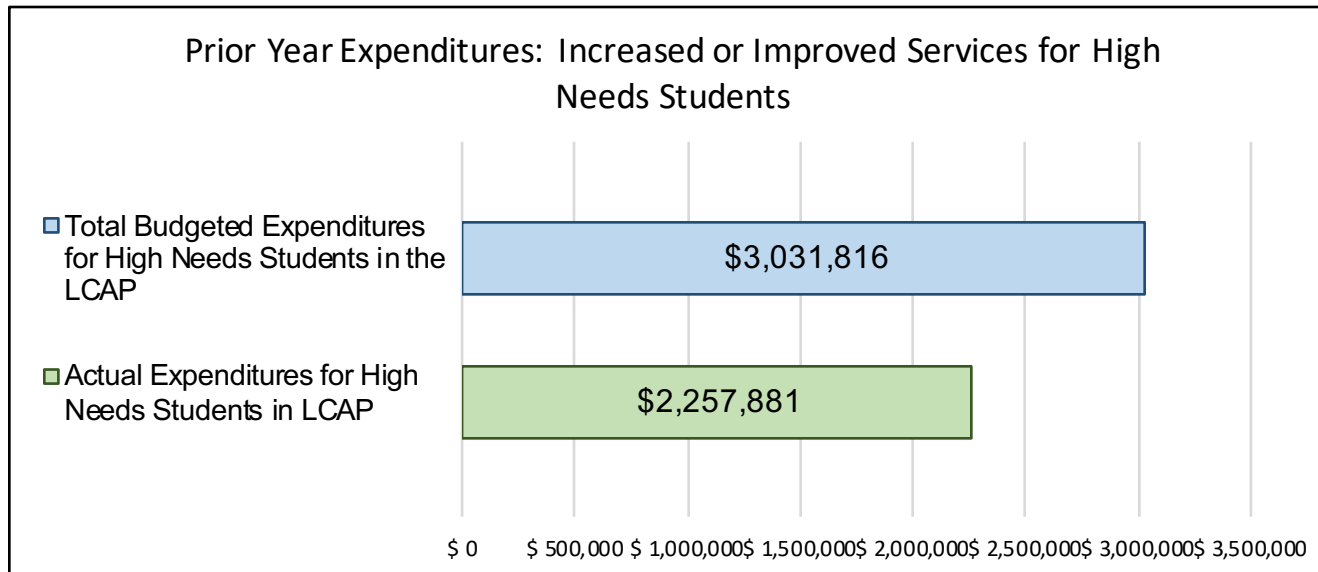
The text description of the above chart is as follows: Camino Nuevo Charter Academy #2 plans to spend \$12,704,753.75 for the 2023 - 24 school year. Of that amount, \$10,112,375.90 is tied to actions/services in the LCAP and \$2,592,377.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo Charter Academy #2 is projecting it will receive \$2,634,597.73 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Charter Academy #2 plans to spend \$2,912,180.15 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo Charter Academy #2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Charter Academy #2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo Charter Academy #2's LCAP budgeted \$3,031,816.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #2 actually spent \$2,257,881.49 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$773,934.51 had the following impact on Camino Nuevo Charter Academy #2's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy #2	Maria Duarte, Principal	maria.duarte@caminonuevo.org

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

CNCA #2 has maintained consistent growth rates in iReady, and increased family engagement this year. Overall, school culture seems to have improved as suspension rates have also declined. Reclassification rates were extremely high last year and while they have not been finalized for this year, are trending very strong, especially for dual-identified students. Teachers are having increasing success in implementing the new ARC curriculum in this second year of implementation.

Reflections: Identified Need

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

Academic performance in math, reading, and science is still below pre-pandemic levels. The percentage of teachers who are appropriately credentialed and assigned is still below target. Chronic absenteeism continues to be an area of challenge, and students with disabilities require additional support.

LCAP Highlights

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

The LCAP addresses our three key areas of focus: academic improvement, essential foundations for learning, and an inclusive and engaging school culture. As we continue our post-remote learning work, we know that our students need a comprehensive and holistic approach, which is reflected in our LCAP priorities. Under Goal 1, we are investing not just in English and math as critical areas, but in the arts, physical education, ethnic studies, technology, and more. We also recognize that students succeed when teachers succeed and are supported, and so we are continuing our commitment to professional development, partnerships, and stipends to support our teachers' creativity and tireless efforts. Under Goal 3, we have identified three critical pillars to support Camino culture: families, student engagement, and a positive school culture. Each of these has several components—tangible tokens of investment, strategic use of technology, and staffing and professional development to ensure that every person our students and families interact with is ready to offer their best.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

Overall, stakeholder feedback was positive throughout the LCAP input process throughout the year. The primary concerns expressed were around behavior and understanding the school's approach to restorative practices. Relationships, trust, and community has grown, but there is still a need to codify what appropriate responses to behavior look like so that all educational partners feel aligned.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a direct result of feedback from our educational partners, CNCA implemented guiding principles about how adults show up for each other and their students to keep at the forefront of staff and faculty conversations. This has elevated adult accountability and community building, seen further in the investments in professional development (Goal 1, Action 2), parent engagement (Goal 3, Action 1), and building a positive school climate (Goal 3, Action 3).

Goals and Actions

Goal

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 Priority 2- State Standards, State Priority 4 - Pupil Achievement, and State Priority 7 - Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	41.35% Met or Exceeded Standard	33.41% Meet or Exceeded Standard	results pending	[Insert outcome here]	65% Meet or Exceed
Performance on CAASPP Math (SBAC)	33.3% Met or Exceeded Standard	20.9% Met or Exceeded Standard	results pending	[Insert outcome here]	58% Meet or Exceed
Performance on CAASPP Science	14.46% Met or Exceeded Standard	12.66% Met or Exceeded Standard	results pending	[Insert outcome here]	35% Meet or Exceed
EL Reclassification Rate	40.9%	data not available; 38.4% ELPI per dashboard	results pending		60% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via iReady	Reading: 29% Math 26%	Reading: 29% Math 26%	Reading: 27% Math 27%		CNCA schools use iReady to determine the % of students meeting typical growth expectations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	This action includes expenses for curriculum and equipment, books, project materials, instructional software, data analysis tools, and student and classroom technology.	\$126,088	Y
2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Expenses in this action include a variety of internal and external professional development, leadership development, academic memberships and partnerships, substitute teacher expenses, leadership and academic consultants, teacher stipends for additional contributions (including subbing, BCLAD, longevity, ELD support, instructional leadership, peer coaching, etc.), teacher support staffing (Teacher Residency Coach, TFA, AP of Instruction, teacher assistants, etc.), and support from the home office staff including the VP of Schools and Chief Academic Officer.	\$2,015,157	Y
3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	Expenses in this action include direct and related services for students with disabilities, training, supplies, and professional development.	\$3,270,630	N

Action #	Title	Description	Total Funds	Contributing
4	Use federal funding to supplement our curriculum	<p>Title I: Support our teachers by covering the cost of additional planning time for English Language Arts and English Learner supplemental support and investing in additional teacher assistants.</p> <p>Title II: Commit to staff tuition reimbursement for induction programs to allow teachers to clear their California teaching credential and stay in the profession long-term, and invest in professional development to support intellectual preparation, strong instructional practices, effective data cycles, trauma-sensitive education, and active engagement in the classroom.</p> <p>Title III: Fund the Director of Biliteracy and English Learners to lead professional development and coaching on practices to promote academic achievement for English Learners and invest in supplemental software to support English Language Development.</p> <p>Title IV: Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p>	\$365,928	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in maintaining growth rates in English and math, and a strong indicator of English Learner Progress. However, the results are still modest and more investment is needed.

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

We are investing in strategic and targeted professional development and partnerships to meet the needs of our teachers and help them better meet the unique needs of our low-income students, English Learners, and foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will learn from trained educators using appropriate, standards-aligned instructional materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to meet State Priority 1 - Basic Conditions, State Priority 2 - State Standards, and State Priority 8 - Other Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately credentialed and assigned	88%	87%	77%	[Insert outcome here]	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	[Insert outcome here]	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure the strong basic functions of the school and front office	Expenses within this action include ensuring basic office and classroom supplies, basic copier costs, fees for services and consultants providing necessary financial and operational support, fiscal/operational software and licenses, external memberships and fees to support school operations, communications costs (phone, internet, postage), and basic staffing, including the CEO, Principal, School Operations Manager, and content teachers.	\$3,104,549	N
2	Maintain high standards of safety and cleanliness	This action includes expenses for a base level of custodians and custodial supplies, nursing services, emergency and first-aid supplies, and any additional materials or services to maintain a safe and clean environment for students and staff.	\$183,262	N
3	Provide a functional and compliant facility for students and staff	This action includes all essential facility costs, including rent/depreciation/interest expense, property taxes, utilities and basic facility operations (pest control, HVAC, etc.), facility maintenance, and repairs.	\$275,826	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences.

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

The actions were effective in maintaining the baseline needs of the program and addressing changing needs in facilities repairs, etc.

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

There are no significant changes in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Foster a positive and engaged 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 Priority 3 - Parental Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95.6% (19-20)	88%	87% (estimated)	[Insert outcome here]	98% (2023-24)
Chronic Absenteeism Rate	11.79% (19-20)	47%	39%	[Insert outcome here]	4% (2023-24)
Suspension Rate	1.2% (19-20)	1.5%	0.8%	[Insert outcome here]	0.5% (2023-24)
Expulsion Rate	0% (19-20)	0%	0%		0% (2023-24)
Local Indicator: % favorable response to student survey question “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college.”	64.5% (20-21)	62%	pending		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: Family Engagement – the degree to which families become involved with and interact with their child’s school	61% (20-21)	66%	73%		85%
Middle School Dropout Rate	0%	0%	1.65%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in high levels of parent involvement	Expenses in this action include the costs of family workshops and appreciation events, schoolwide events, surveys and data collection to measure family involvement, software that supports seamless communication and updates to parents on student progress (ParentSquare, DeansList, etc.), and staff that ensures parent needs are prioritized, such as the Student & Family Services Coordinator and Registrar	\$130,411	Y
2	Ensure high levels of pupil engagement.	The expenses in this action include the costs for uniforms, additional security, memberships with community organizations and other external partnerships, field trips, costs of family services (like eyeglasses) that keep students in school, and additional office assistants to support attendance communication.	\$49,828	Y

Action #	Title	Description	Total Funds	Contributing
3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Expenses within this action include costs for social-emotional learning curriculum, student culture awards, recess equipment, student apparel, investments in the physical environment such as additional janitorial services and landscaping, teacher stipends for culture support (new teacher culture, student support & relationship-building, sunshine committee, team leaders, etc.), snacks for teachers to support additional meetings, and staff including additional psychologists, AP of Student Support, additional custodians, and campus aides.	\$590,697	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in maintaining a low suspension rate, slightly increasing attendance, slightly decreasing chronic absenteeism, and increasing family engagement.

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

Attendance and family engagement is still below our target. Consequently, we are continuing to invest in partnerships, student incentives, events, and other culture and engagement-building mechanism to continue our upward trajectory.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,634,598	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.7%	0%	\$0	27.7%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 1: We have invested in instructional materials that are designed to meet the needs of our student population, with a specific focus on English Learners, foster youth, and low-income students. All of these expenses support our teachers in providing access to content that is comprehensible and engaging, particularly as we help our most vulnerable students recover from COVID-19 learning loss.

Goal 1, Action 2: Too often, our highest-need students (English Learners, foster youth, and low-income students) don't get the teachers they deserve because their needs are misunderstood and their teachers are not provided adequate support. We believe these investments will better equip our teachers to meet the unique learning needs of English Learners, foster youth, and low-income students, and help keep them in the profession serving those students because they feel their professional development and additional work is adequately supported.

Goal 3, Action 1: We recognize that for English Learners, foster youth, and low-income students, family involvement is critical AND that those families often face more barriers to being involved in school. Thus, we are strategically investing in these actions to ensure that all of our

families feel welcomed, that they can get their questions answered, and that the school has the resources and staffing necessary to actively communicate with even hard-to-reach and overwhelmed families to help drive student success.

Goal 3, Action 2: Chronic absenteeism is a huge challenge in education right now, and the most highly impacted groups are English Learners, foster youth, and low-income students. By focusing actively on expenses that support students wanting to go to school, feeling safe at school, and removing barriers to attendance, we hope to increase attendance schoolwide, but particularly for these vulnerable groups.

Goal 3, Action 3: While we are working towards a positive school climate for all students, we are aware that our foster youth, English Learners, and low-income students are often the most in need of a positive and stable school climate and often the first to suffer the consequences of a school climate that is less than healthy. Thus we are actively engaged in providing additional supports and incentives to ensure their experience of school is positive and they feel equipped to navigate the inevitable challenges that school brings each day.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, parental involvement, attendance, climate, and suspension/expulsion rates both schoolwide and for each of these subgroups.

The required percentage to increase or improve services is 31%. The planned quantitative increase in services exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$ 9,509,555	\$ 2,634,598	27.70%	0.00%	27.70%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 126,088	\$ 126,088	\$ -	\$ -	\$ -	\$ 126,088	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 2,015,157	\$ 2,015,157	\$ -	\$ -	\$ -	\$ 2,015,157	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 3,270,630	\$ 2,478,297	\$ 792,333	\$ -	\$ -	\$ 3,270,630	0.00%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 365,928		\$ -	\$ -	\$ 365,928	\$ 365,928	0.00%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 3,104,549	\$ 3,104,549	\$ -	\$ -	\$ -	\$ 3,104,549	0.00%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 183,262	\$ 183,262	\$ -	\$ -	\$ -	\$ 183,262	0.00%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 275,826	\$ 275,826	\$ -	\$ -	\$ -	\$ 275,826	0.00%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 130,411	\$ 130,411	\$ -	\$ -	\$ -	\$ 130,411	0.00%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 49,828	\$ 49,828	\$ -	\$ -	\$ -	\$ 49,828	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 590,697	\$ 590,697	\$ -	\$ -	\$ -	\$ 590,697	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,954,115	\$ 792,333	\$ -	\$ 365,928	10,112,376	\$ -	\$ 10,112,376

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	\$ 126,088	\$ -	\$ -	\$ -	\$ 126,088
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	\$ 2,015,157	\$ -	\$ -	\$ -	\$ 2,015,157
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	\$ 2,478,297	\$ 792,333	\$ -	\$ -	\$ 3,270,630
1	4	Use federal funding to supplement our curriculum	All	\$ -	\$ -	\$ -	\$ 365,928	\$ 365,928
2	1	Ensure the strong basic functions of the school and front office	All	\$ 3,104,549	\$ -	\$ -	\$ -	\$ 3,104,549
2	2	Maintain high standards of safety and cleanliness	All	\$ 183,262	\$ -	\$ -	\$ -	\$ 183,262
2	3	Provide a functional and compliant facility for students and staff	All	\$ 275,826	\$ -	\$ -	\$ -	\$ 275,826
3	1	Invest in high levels of parent involvement	All	\$ 130,411	\$ -	\$ -	\$ -	\$ 130,411
3	2	Ensure high levels of pupil engagement.	All	\$ 49,828	\$ -	\$ -	\$ -	\$ 49,828
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	\$ 590,697	\$ -	\$ -	\$ -	\$ 590,697

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 9,509,555	\$ 2,634,598	27.70%	0.00%	27.70%	\$ 2,912,180	0.00%	30.62%	Total:	\$ 2,912,180
								LEA-wide Total:	\$ 2,912,180
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide standard-aligned materials that ena	Yes	LEA-wide	All	All Schools	\$ 126,088	0.00%
1	2	Invest in additional resources, partnerships,	Yes	LEA-wide	All	All Schools	\$ 2,015,157	0.00%
1	3	Invest in Special Education support and staf	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Use federal funding to supplement our curri	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Ensure the strong basic functions of the sch	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Maintain high standards of safety and clean	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Provide a functional and compliant facility fo	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 130,411	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 49,828	0.00%
3	3	Invest in a positive and nurturing school clin	Yes	LEA-wide	All	All Schools	\$ 590,697	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,464,003.00	\$ 8,672,395.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 94,519	\$ 94,519
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,587,838	\$ 1,587,838
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 2,763,541	\$ 2,763,541
1	4	Use federal funding to supplement our curriculum	No	\$ 363,139	\$ 363,139
2	1	Ensure the strong basic functions of the school and front office	No	\$ 3,012,514	\$ 3,012,514
2	2	Maintain high standards of safety and cleanliness	No	\$ 73,994	\$ 73,994
2	3	Provide a functional and compliant facility for students and staff	No	\$ 201,326	\$ 201,326
3	1	Invest in high levels of parent involvement	Yes	\$ 191,570	\$ 191,570
3	2	Ensure high levels of pupil engagement.	Yes	\$ 8,118	\$ 8,118
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 375,836	\$ 375,836

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 464,003	\$ 2,325,348	\$ 2,257,881	\$ 67,467	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 94,519.00	\$ 94,519.00	0.00%	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,587,838.44	\$ 1,587,838.44	0.00%	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.00%	0.00%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.00%	0.00%
2	1	Ensure the strong basic functions of the school and front office	No			0.00%	0.00%
2	2	Maintain high standards of safety and cleanliness	No			0.00%	0.00%
2	3	Provide a functional and compliant facility for students and staff	No			0.00%	0.00%
3	1	Invest in high levels of parent involvement	Yes	\$ 191,570.15	\$ 191,570.15	0.00%	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 8,118.00	\$ 8,118.00	0.00%	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 375,835.90	\$ 375,835.90	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 8,464,003	\$ 464,003	0.00%	5.48%	\$ 2,257,881	0.00%	26.68%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo Elementary #3
CDS code:	19-64733-0122564
LEA contact information:	Jay Laughlin, Principal, (323) 730-7160, Jay.Laughlin@caminonuevo.org
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	9,978,317
LCFF supplemental & concentration grants	\$	2,805,167
All other state funds	\$	1,343,793
All local funds	\$	795,092
All federal funds	\$	2,226,233
Total Projected Revenue	\$	14,343,436
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	14,275,381
Total Budgeted Expenditures in the LCAP	\$	11,487,204
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,651,334
Expenditures not in the LCAP	\$	2,788,176
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,563,267

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	3,705,073
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LCFF Budget Overview for Parents: Narrative Responses

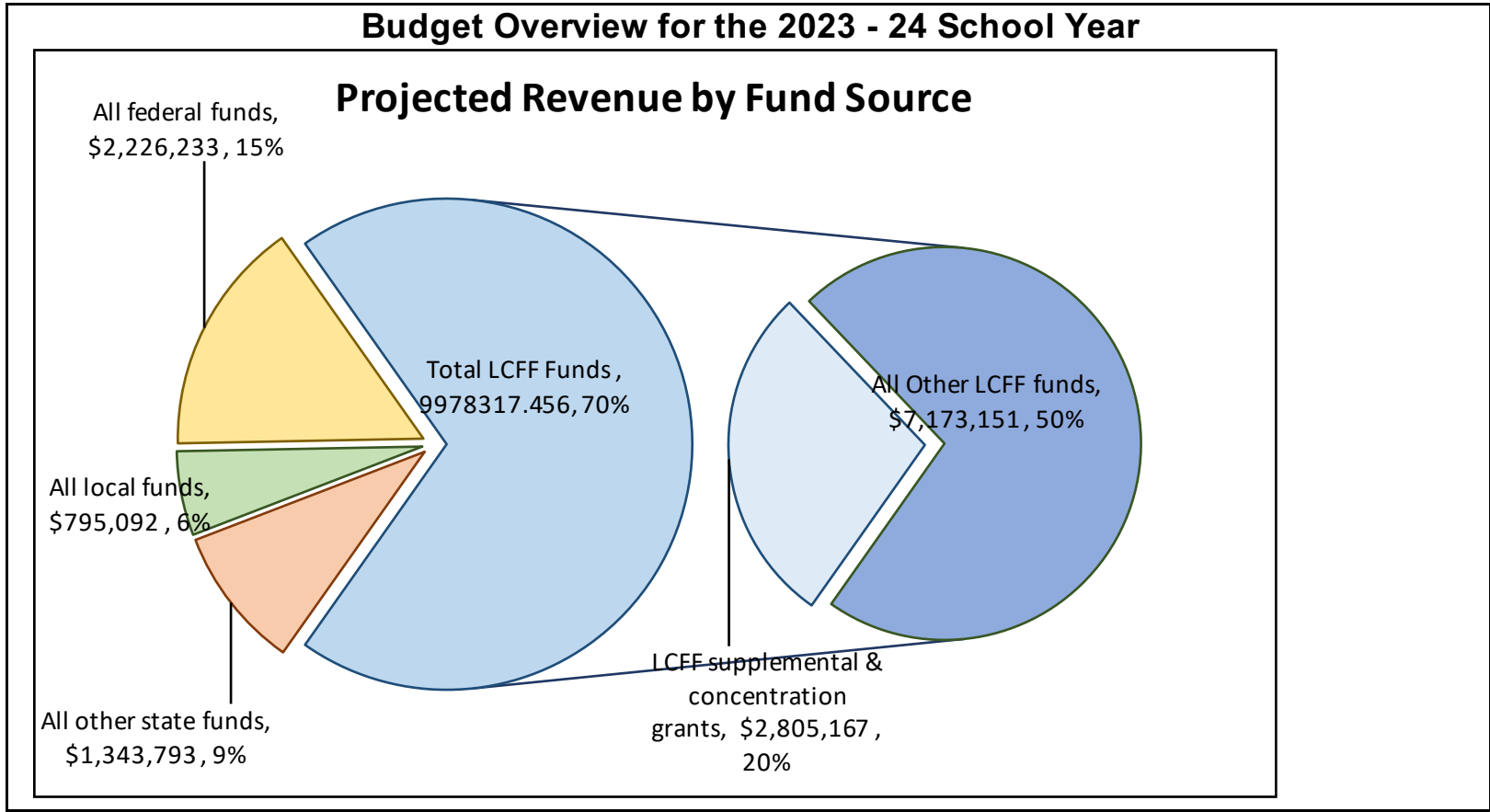
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Elementary #3
 CDS Code: 19-64733-0122564
 School Year: 2023 - 24
 LEA contact information: Jay Laughlin, Principal, (323) 730-7160, Jay.Laughlin@caminonuevo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

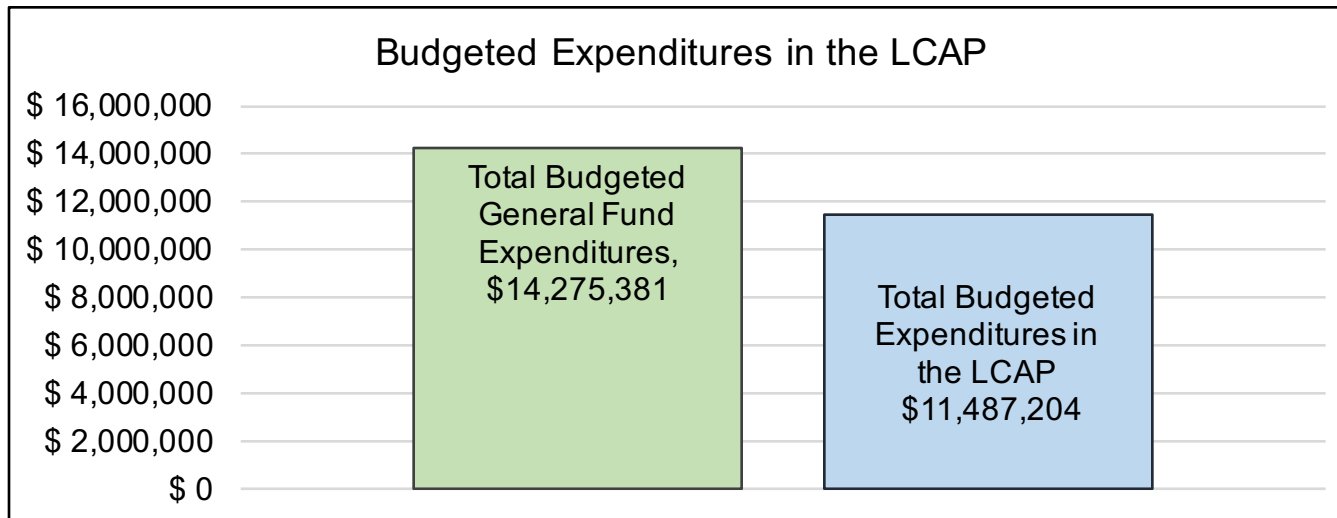


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Elementary #3 is \$14,343,436.34, of which \$9,978,317.46 is Local Control Funding Formula (LCFF), \$1,343,793.29 is other state funds, \$795,092.10 is local funds, and \$2,226,233.50 is federal funds. Of the \$9,978,317.46 in LCFF Funds, \$2,805,166.70 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Elementary #3 plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

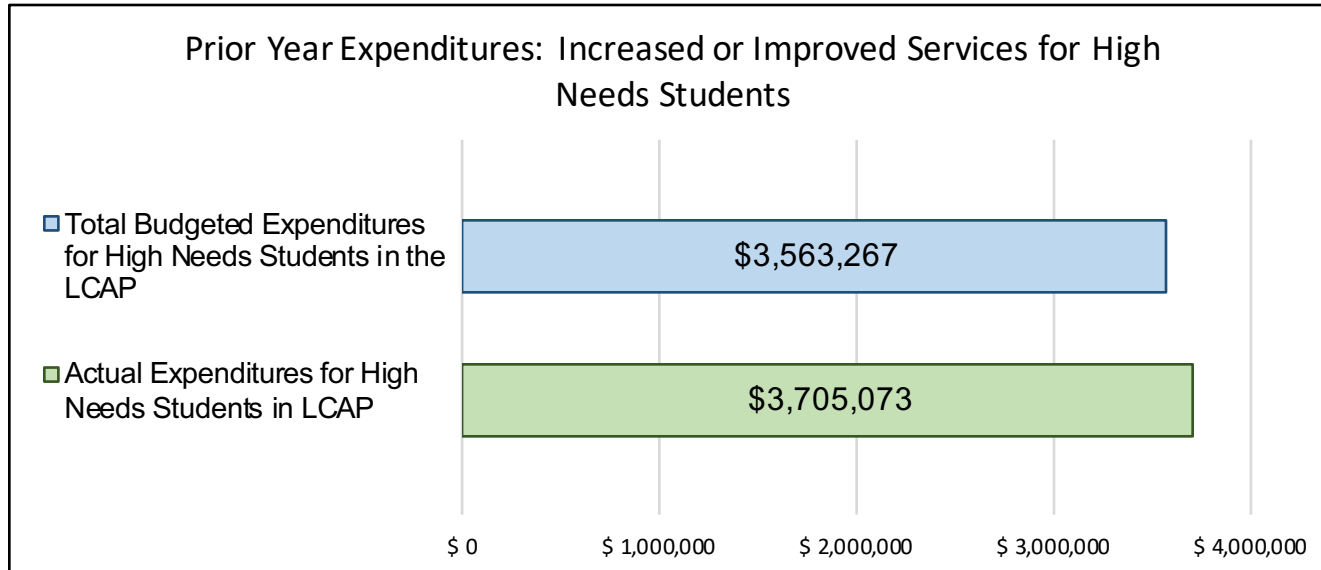
The text description of the above chart is as follows: Camino Nuevo Elementary #3 plans to spend \$14,275,380.74 for the 2023 - 24 school year. Of that amount, \$11,487,204.43 is tied to actions/services in the LCAP and \$2,788,176.31 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo Elementary #3 is projecting it will receive \$2,805,166.70 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Elementary #3 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Elementary #3 plans to spend \$3,651,333.83 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo Elementary #3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Elementary #3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo Elementary #3's LCAP budgeted \$3,563,267.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent \$3,705,072.94 for actions to increase or improve services for high needs students in 2022 - 23.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

CNCA #3 has steadily increased growth rates in iReady, and increased family engagement this year. Attendance has also begun to improve as chronic absenteeism has declined. The new principal-in-residence helped provide additional support for the combined elementary and middle school program. Implementation of the new ELA curriculum was smoother in its second year and allowed for additional rigor. The school invested in more on-campus supports to help at-risk students and saw strong benefits to student culture. There was also strong alignment with teachers on expectations for intellectual engagement, and they were able to start RCM for the middle school math curriculum. School safety has improved, particularly at the middle school. Academic results have improved from pre-pandemic levels in both ELA and science.

Reflections: Identified Need

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

The areas of success are also areas of continued growth and investment. Adding a literacy coach and mentor teacher roles next year will help to further strengthen teacher development. While chronic absenteeism has decreased, it remains extremely high and is a critical area of focus. Math achievement is still lagging behind pre-pandemic levels.

LCAP Highlights

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

The LCAP addresses our three key areas of focus: academic improvement, essential foundations for learning, and an inclusive and engaging school culture. As we continue our post-remote learning work, we know that our students need a comprehensive and holistic approach, which is reflected in our LCAP priorities. Under Goal 1, we are investing not just in English and math as critical areas, but in the arts, physical education, ethnic studies, technology, and more. We also recognize that students succeed when teachers succeed and are supported, and so we are continuing our commitment to professional development, partnerships, and stipends to support our teachers' creativity and tireless efforts. Under Goal 3, we have identified three critical pillars to support Camino culture: families, student engagement, and a positive school culture. Each of these has several components—tangible tokens of investment, strategic use of technology, and staffing and professional development to ensure that every person our students and families interact with is ready to offer their best.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

Overall, stakeholder feedback was positive throughout the LCAP input process throughout the year. Teachers expressed a desire for increased clarity, alignment, and consistency across school systems, which school leadership worked on developing throughout the school year. There were also concerns raised about student culture and positive incentives. Increased consistency in the leadership team was seen as a positive, and families expressed gratitude for the consistent communication through ParentSquare, visibility of leadership, and increasing push for academic rigor.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a direct result of feedback from our educational partners, the school established more consistent PD for teachers (Goal 1, Action 2) and a consistent calendar of student incentives to support a strong school culture (Goal 3, Action 3). We are also continuing to invest in parent communication and events (Goal 3, Action 1).

Goals and Actions

Goal

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 Priority 2- State Standards, State Priority 4 - Pupil Achievement, and State Priority 7 - Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	29.96% Met or Exceeded Standard	33.4% Meet or Exceeded Standard	results pending	[Insert outcome here]	50% Meet or Exceed
Performance on CAASPP Math (SBAC)	26.58% Met or Exceeded Standard	17.69% Met or Exceeded Standard	results pending	[Insert outcome here]	48% Meet or Exceed
Performance on CAASPP Science	19.77% Met or Exceeded Standard	22.75% Met or Exceeded Standard	results pending	[Insert outcome here]	35% Meet or Exceed
EL Reclassification Rate	15.8%	data not available; 47.7% ELPI per dashboard	results pending		20% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via iReady	CAS Reading: 29% CAS Math: 27% EIS Reading: 23% EIS Math: 13%	CAS Reading: 29% CAS Math: 27% EIS Reading: 23% EIS Math: 13%	CAS Reading: 30% CAS Math: 32% EIS Reading: 28% EIS Math: 18%		CNCA schools use iReady to determine the % of students meeting typical growth expectations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	This action includes expenses for curriculum and equipment, books, project materials, instructional software, data analysis tools, and student and classroom technology.	\$176,890	Y
2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Expenses in this action include a variety of internal and external professional development, leadership development, academic memberships and partnerships, substitute teacher expenses, leadership and academic consultants, teacher stipends for additional contributions (including subbing, BCLAD, longevity, ELD support, instructional leadership, peer coaching, etc.), teacher support staffing (Teacher Residency Coach, TFA, AP of Instruction, teacher assistants, etc.), and support from the home office staff including the VP of Schools and Chief Academic Officer.	\$2,408,618	Y
3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	Expenses in this action include direct and related services for students with disabilities, training, supplies, and professional development.	\$2,776,878	N

Action #	Title	Description	Total Funds	Contributing
4	Use federal funding to supplement our curriculum	<p>Title I: Support our teachers by covering the cost of additional planning time for English Language Arts and English Learner supplemental support and investing in additional teacher assistants.</p> <p>Title II: Commit to staff tuition reimbursement for induction programs to allow teachers to clear their California teaching credential and stay in the profession long-term, and invest in professional development to support intellectual preparation, strong instructional practices, effective data cycles, trauma-sensitive education, and active engagement in the classroom.</p> <p>Title III: Fund the Director of Biliteracy and English Learners to lead professional development and coaching on practices to promote academic achievement for English Learners and invest in supplemental software to support English Language Development.</p> <p>Title IV: Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p>	\$348,877	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in increasing growth rates in English and math, and a strong indicator of English Learner Progress. However, the results are still modest and more investment is needed.

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

We are investing in strategic and targeted professional development and partnerships to meet the needs of our teachers and help them better meet the unique needs of our low-income students, English Learners, and foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will learn from trained educators using appropriate, standards-aligned instructional materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to meet State Priority 1 - Basic Conditions, State Priority 2 - State Standards, and State Priority 8 - Other Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately credentialed and assigned	82.5%	79%	79%	[Insert outcome here]	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	[Insert outcome here]	100%
Local Indicator: Annual score on CNCA facility audit	CAS: 93% EIS: 100%	CAS: 93% EIS: 100%	Good	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure the strong basic functions of the school and front office	Expenses within this action include ensuring basic office and classroom supplies, basic copier costs, fees for services and consultants providing necessary financial and operational support, fiscal/operational software and licenses, external memberships and fees to support school operations, communications costs (phone, internet, postage), and basic staffing, including the CEO, Principal, School Operations Manager, and content teachers.	\$3,824,090	N
2	Maintain high standards of safety and cleanliness	This action includes expenses for a base level of custodians and custodial supplies, nursing services, emergency and first-aid supplies, and any additional materials or services to maintain a safe and clean environment for students and staff.	\$174,602	N
3	Provide a functional and compliant facility for students and staff	This action includes all essential facility costs, including rent/depreciation/interest expense, property taxes, utilities and basic facility operations (pest control, HVAC, etc.), facility maintenance, and repairs.	\$711,424	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences.

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

The actions were effective in maintaining the baseline needs of the program and addressing changing needs in facilities repairs, etc.

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

There are no significant changes in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Foster a positive and engaged 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 Priority 3 - Parental Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	93.8% (19-20)	86%	89% (estimated)	[Insert outcome here]	96%
Chronic Absenteeism Rate	18.15% (19-20)	52%	43%	[Insert outcome here]	9%
Suspension Rate	2.7% (19-20)	1.2%	1.5%	[Insert outcome here]	0.5%
Expulsion Rate	0% (19-20)	0%	0%		0%
Local Indicator: % favorable response to student survey question “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college.”	68% (19-20)	62%	pending		88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: Family Engagement – the degree to which families become involved with and interact with their child’s school	59% (19-20)	66%	73%		75%
Middle School Dropout Rate	0.14% (19-20)	0%	0.25%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in high levels of parent involvement	Expenses in this action include the costs of family workshops and appreciation events, schoolwide events, surveys and data collection to measure family involvement, software that supports seamless communication and updates to parents on student progress (ParentSquare, DeansList, etc.), and staff that ensures parent needs are prioritized, such as the Student & Family Services Coordinator and Registrar	\$273,076	Y
2	Ensure high levels of pupil engagement.	The expenses in this action include the costs for uniforms, additional security, memberships with community organizations and other external partnerships, field trips, costs of family services (like eyeglasses) that keep students in school, and additional office assistants to support attendance communication.	\$76,449	Y

Action #	Title	Description	Total Funds	Contributing
3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Expenses within this action include costs for social-emotional learning curriculum, student culture awards, recess equipment, student apparel, investments in the physical environment such as additional janitorial services and landscaping, teacher stipends for culture support (new teacher culture, student support & relationship-building, sunshine committee, team leaders, etc.), snacks for teachers to support additional meetings, and staff including additional psychologists, AP of Student Support, additional custodians, and campus aides.	\$716,301	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in slightly increasing attendance, slightly decreasing chronic absenteeism, and increasing family engagement.

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

Attendance, suspension rates, student satisfaction, and family engagement is still below our target. Consequently, we are continuing to invest in partnerships, student incentives, events, and other culture and engagement-building mechanism to continue our upward trajectory.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,805,167	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.11%	0%	\$0	28.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 1: We have invested in instructional materials that are designed to meet the needs of our student population, with a specific focus on English Learners, foster youth, and low-income students. All of these expenses support our teachers in providing access to content that is comprehensible and engaging, particularly as we help our most vulnerable students recover from COVID-19 learning loss.

Goal 1, Action 2: Too often, our highest-need students (English Learners, foster youth, and low-income students) don't get the teachers they deserve because their needs are misunderstood and their teachers are not provided adequate support. We believe these investments will better equip our teachers to meet the unique learning needs of English Learners, foster youth, and low-income students, and help keep them in the profession serving those students because they feel their professional development and additional work is adequately supported.

Goal 3, Action 1: We recognize that for English Learners, foster youth, and low-income students, family involvement is critical AND that those families often face more barriers to being involved in school. Thus, we are strategically investing in these actions to ensure that all of our

families feel welcomed, that they can get their questions answered, and that the school has the resources and staffing necessary to actively communicate with even hard-to-reach and overwhelmed families to help drive student success.

Goal 3, Action 2: Chronic absenteeism is a huge challenge in education right now, and the most highly impacted groups are English Learners, foster youth, and low-income students. By focusing actively on expenses that support students wanting to go to school, feeling safe at school, and removing barriers to attendance, we hope to increase attendance schoolwide, but particularly for these vulnerable groups.

Goal 3, Action 3: While we are working towards a positive school climate for all students, we are aware that our foster youth, English Learners, and low-income students are often the most in need of a positive and stable school climate and often the first to suffer the consequences of a school climate that is less than healthy. Thus we are actively engaged in providing additional supports and incentives to ensure their experience of school is positive and they feel equipped to navigate the inevitable challenges that school brings each day.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, parental involvement, attendance, climate, and suspension/expulsion rates both schoolwide and for each of these subgroups.

The required percentage to increase or improve services is 31%. The planned quantitative increase in services exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$ 9,978,317	\$ 2,805,167	28.11%	0.00%	28.11%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 176,890	\$ 176,890	\$ -	\$ -	\$ -	\$ 176,890	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 2,408,618	\$ 2,408,618	\$ -	\$ -	\$ -	\$ 2,408,618	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 2,776,878	\$ 1,947,405	\$ 829,473	\$ -	\$ -	\$ 2,776,878	0.00%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 348,877		\$ -	\$ -	\$ 348,877	\$ 348,877	0.00%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 3,824,090	\$ 3,824,090	\$ -	\$ -	\$ -	\$ 3,824,090	0.00%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 174,602	\$ 174,602	\$ -	\$ -	\$ -	\$ 174,602	0.00%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 711,424	\$ 711,424	\$ -	\$ -	\$ -	\$ 711,424	0.00%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 273,076	\$ 273,076	\$ -	\$ -	\$ -	\$ 273,076	0.00%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 76,449	\$ 76,449	\$ -	\$ -	\$ -	\$ 76,449	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 716,301	\$ 716,301	\$ -	\$ -	\$ -	\$ 716,301	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 10,308,854	\$ 829,473	\$ -	\$ 348,877	11,487,204	\$ -	\$ 11,487,204

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	\$ 176,890	\$ -	\$ -	\$ -	\$ 176,890
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	\$ 2,408,618	\$ -	\$ -	\$ -	\$ 2,408,618
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	\$ 1,947,405	\$ 829,473	\$ -	\$ -	\$ 2,776,878
1	4	Use federal funding to supplement our curriculum	All	\$ -	\$ -	\$ -	\$ 348,877	\$ 348,877
2	1	Ensure the strong basic functions of the school and front office	All	\$ 3,824,090	\$ -	\$ -	\$ -	\$ 3,824,090
2	2	Maintain high standards of safety and cleanliness	All	\$ 174,602	\$ -	\$ -	\$ -	\$ 174,602
2	3	Provide a functional and compliant facility for students and staff	All	\$ 711,424	\$ -	\$ -	\$ -	\$ 711,424
3	1	Invest in high levels of parent involvement	All	\$ 273,076	\$ -	\$ -	\$ -	\$ 273,076
3	2	Ensure high levels of pupil engagement.	All	\$ 76,449	\$ -	\$ -	\$ -	\$ 76,449
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	\$ 716,301	\$ -	\$ -	\$ -	\$ 716,301

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 9,978,317	\$ 2,805,167	28.11%	0.00%	28.11%	\$ 3,651,334	0.00%	36.59%	Total:	\$ 3,651,334
								LEA-wide Total:	\$ 3,651,334
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide standard-aligned materials that ena	Yes	LEA-wide	All	All Schools	\$ 176,890	0.00%
1	2	Invest in additional resources, partnerships,	Yes	LEA-wide	All	All Schools	\$ 2,408,618	0.00%
1	3	Invest in Special Education support and staf	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Use federal funding to supplement our curri	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Ensure the strong basic functions of the sch	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Maintain high standards of safety and clean	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Provide a functional and compliant facility fo	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 273,076	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 76,449	0.00%
3	3	Invest in a positive and nurturing school clin	Yes	LEA-wide	All	All Schools	\$ 716,301	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,968,923.00	\$ 10,502,981.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 272,637	\$ 272,637
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 2,365,798	\$ 2,365,798
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 2,193,680	\$ 2,193,680
1	4	Use federal funding to supplement our curriculum	No	\$ 341,456	\$ 341,456
2	1	Ensure the strong basic functions of the school and front office	No	\$ 3,341,284	\$ 3,341,284
2	2	Maintain high standards of safety and cleanliness	No	\$ 227,055	\$ 227,055
2	3	Provide a functional and compliant facility for students and staff	No	\$ 694,433	\$ 694,433
3	1	Invest in high levels of parent involvement	Yes	\$ 368,663	\$ 368,663
3	2	Ensure high levels of pupil engagement.	Yes	\$ 65,929	\$ 65,929
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 632,046	\$ 632,046

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 3,705,072	\$ 2,509,431	\$ 3,705,073	\$ (1,195,642)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 272,637.00	\$ 272,637.00	0.00%	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 2,365,798.04	\$ 2,365,798.04	0.00%	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -		0.00%	0.00%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.00%	0.00%
2	1	Ensure the strong basic functions of the school and front office	No			0.00%	0.00%
2	2	Maintain high standards of safety and cleanliness	No			0.00%	0.00%
2	3	Provide a functional and compliant facility for students and staff	No			0.00%	0.00%
3	1	Invest in high levels of parent involvement	Yes	\$ 368,662.95	\$ 368,662.95	0.00%	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 65,928.95	\$ 65,928.95	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 8,968,923	\$ 3,705,072	0.00%	41.31%	\$ 3,705,073	0.00%	41.31%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo Charter Academy #4
CDS code:	19-64733-0124826
LEA contact information:	Kenia Hernandez, (213) 353-5300, kenia.hernandez@caminonuevo.org
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	6,864,534
LCFF supplemental & concentration grants	\$	1,902,980
All other state funds	\$	1,129,207
All local funds	\$	516,035
All federal funds	\$	705,400
Total Projected Revenue	\$	9,215,176
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	9,204,463
Total Budgeted Expenditures in the LCAP	\$	7,723,343
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,364,852
Expenditures not in the LCAP	\$	1,481,119
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,669,363

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	2,143,140
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LCFF Budget Overview for Parents: Narrative Responses

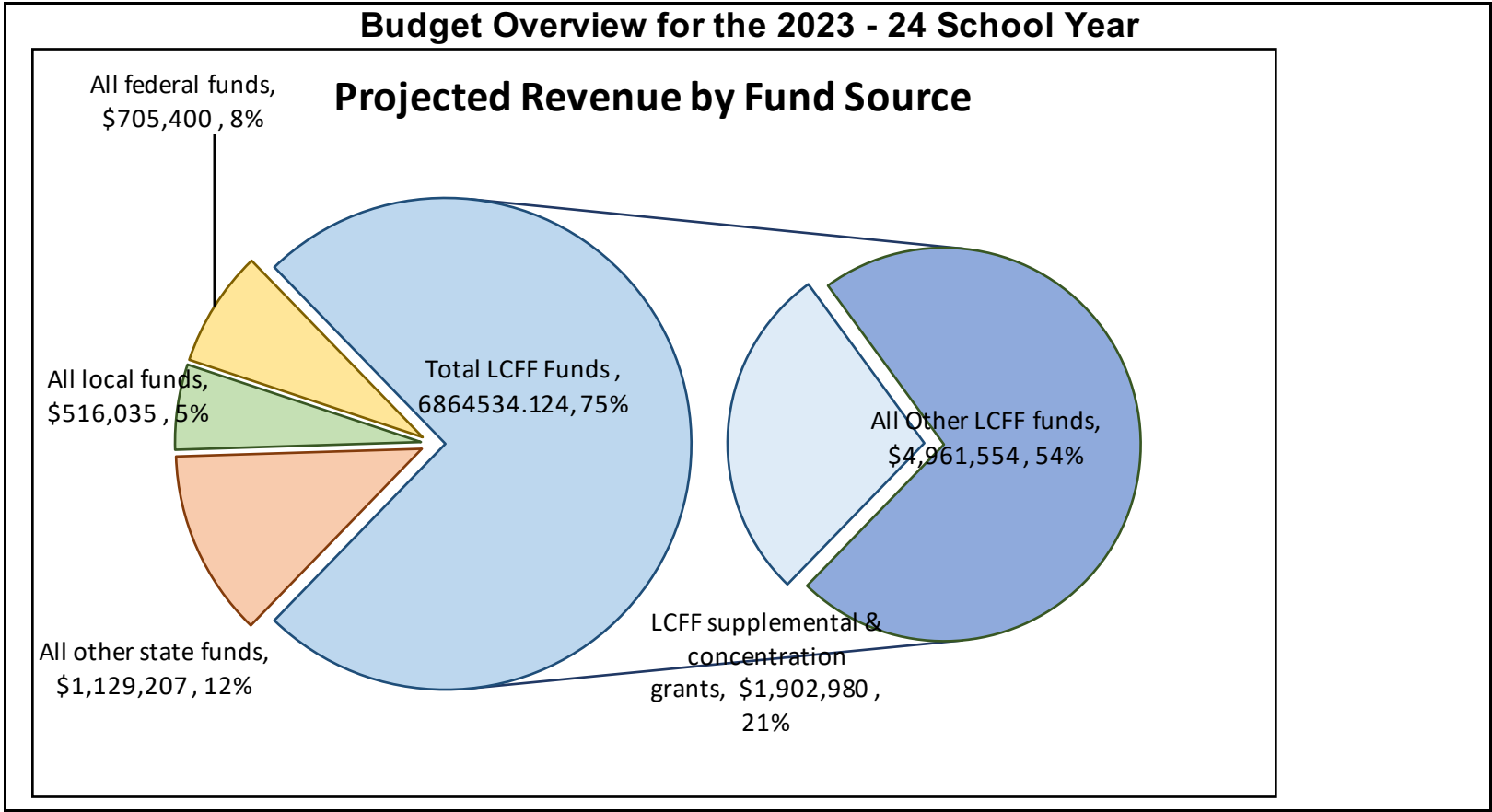
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2022 - 23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022 - 23.</p>	<p>Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
 CDS Code: 19-64733-0124826
 School Year: 2023 - 24
 LEA contact information: Kenia Hernandez, (213) 353-5300, kenia.hernandez@caminonuevo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

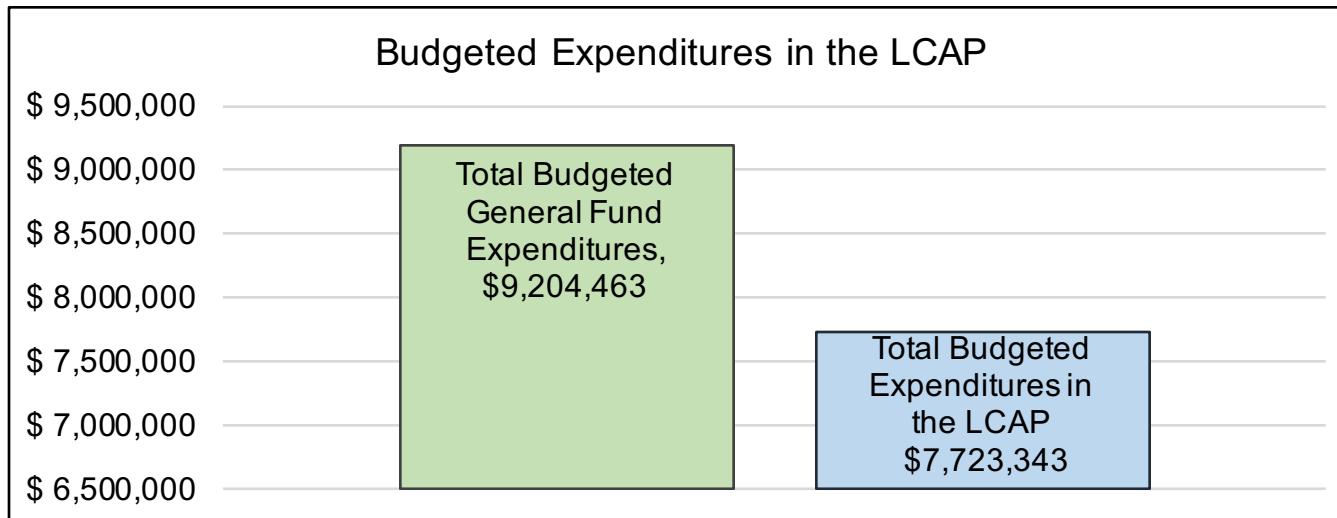


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #4 is \$9,215,176.36, of which \$6,864,534.12 is Local Control Funding Formula (LCFF), \$1,129,207.44 is other state funds, \$516,035.22 is local funds, and \$705,399.57 is federal funds. Of the \$6,864,534.12 in LCFF Funds, \$1,902,979.64 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy #4 plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

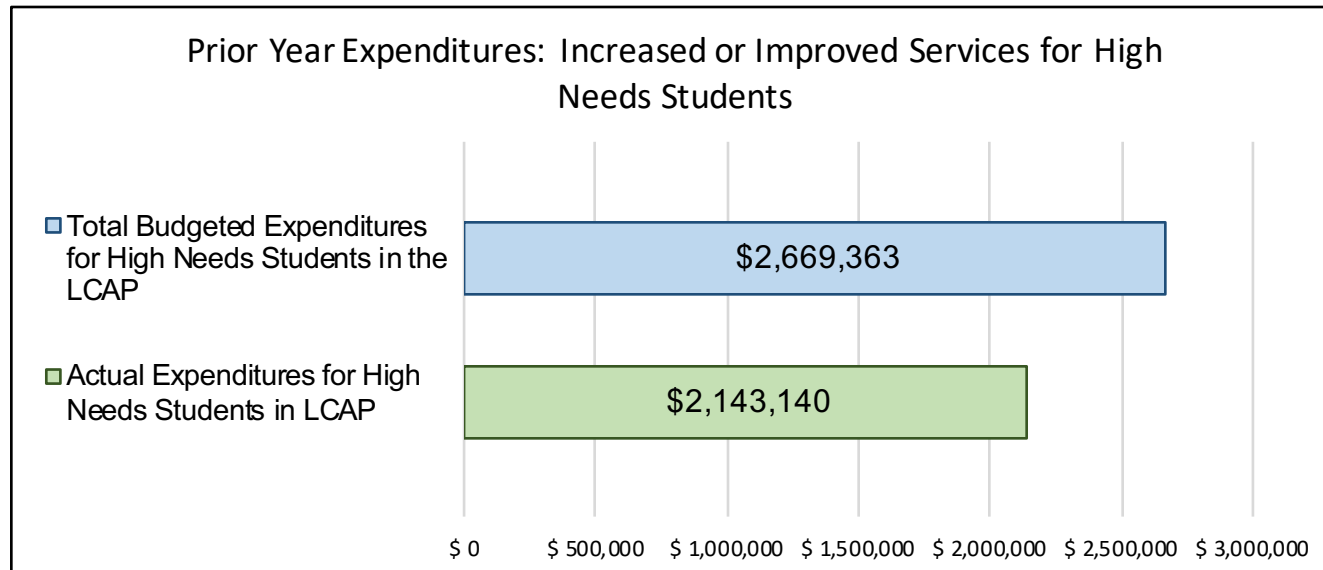
The text description of the above chart is as follows: Camino Nuevo Charter Academy #4 plans to spend \$9,204,462.59 for the 2023 - 24 school year. Of that amount, \$7,723,343.40 is tied to actions/services in the LCAP and \$1,481,119.19 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo Charter Academy #4 is projecting it will receive \$1,902,979.64 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo Charter Academy #4 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo Charter Academy #4 plans to spend \$2,364,852.05 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo Charter Academy #4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo Charter Academy #4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo Charter Academy #4's LCAP budgeted \$2,669,362.75 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #4 actually spent \$2,143,140.11 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$526,222.64 had the following impact on Camino Nuevo Charter Academy #4's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy #4	Kenia Hernandez, Principal	kenia.hernandez@caminonuevo.org

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

CNCA #4 has seen a significant increase in parental involvement this year with increased turnout for workshops and input meetings, as well as strong engagement in academic intervention programming. Growth rates in iReady for reading and math were maintained this year, and progress for English Learners remains fairly strong. Academic performance in science now exceeds pre-pandemic levels.

Reflections: Identified Need

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

Academic performance still lags behind pre-pandemic levels in ELA and math. Chronic absenteeism remains high two years after remote learning. While growth on iReady has held steady, the majority of students are not hitting their growth targets in reading and math.

LCAP Highlights

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

The LCAP addresses our three key areas of focus: academic improvement, essential foundations for learning, and an inclusive and engaging school culture. As we continue our post-remote learning work, we know that our students need a comprehensive and holistic approach, which is reflected in our LCAP priorities. Under Goal 1, we are investing not just in English and math as critical areas, but in the arts, physical education, ethnic studies, technology, and more. We also recognize that students succeed when teachers succeed and are supported, and so we are continuing our commitment to professional development, partnerships, and stipends to support our teachers' creativity and tireless efforts. Under Goal 3, we have identified three critical pillars to support Camino culture: families, student engagement, and a positive school culture. Each of these has several components—tangible tokens of investment, strategic use of technology, and staffing and professional development to ensure that every person our students and families interact with is ready to offer their best.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

Overall, stakeholder feedback was positive throughout the LCAP input process throughout the year. There was a desire for more extracurricular activities for students, and for more accessible meetings for parents. Students requested additional activities during lunch time.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a direct result of feedback from our educational partners, the school established a deeper investment in mental health services (Goal 3, Action 3) and invested more deeply in sports and other extracurricular programming (Goal 3, Action 3). Additional events and hybrid opportunities for engagement have also been provided to parents (Goal 3, Action 1). There is a continued emphasis on intervention opportunities for students (Goal 1, Action 2).

Goals and Actions

Goal

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 Priority 2- State Standards, State Priority 4 - Pupil Achievement, and State Priority 7 - Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	47.45% Met or Exceeded Standard	32.12% Meet or Exceeded Standard	results pending	[Insert outcome here]	53% Meet or Exceed
Performance on CAASPP Math (SBAC)	27.56% Met or Exceeded Standard	19.66% Met or Exceeded Standard	results pending	[Insert outcome here]	55% Meet or Exceed
Performance on CAASPP Science	18.49% Met or Exceeded Standard	19.58% Met or Exceeded Standard	results pending	[Insert outcome here]	45% Meet or Exceed
EL Reclassification Rate	27.3%	data not available; 42.7% ELPI per dashboard	results pending		20% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via iReady	Reading: 29% Math: 31%	Reading: 29% Math: 31%	Reading: 33% Math: 31%		CNCA schools use iReady to determine the % of students meeting typical growth expectations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	This action includes expenses for curriculum and equipment, books, project materials, instructional software, data analysis tools, and student and classroom technology.	\$76,616	Y
2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Expenses in this action include a variety of internal and external professional development, leadership development, academic memberships and partnerships, substitute teacher expenses, leadership and academic consultants, teacher stipends for additional contributions (including subbing, BCLAD, longevity, ELD support, instructional leadership, peer coaching, etc.), teacher support staffing (Teacher Residency Coach, TFA, AP of Instruction, teacher assistants, etc.), and support from the home office staff including the VP of Schools and Chief Academic Officer.	\$1,414,337	Y
3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	Expenses in this action include direct and related services for students with disabilities, training, supplies, and professional development.	\$1,963,723	N

Action #	Title	Description	Total Funds	Contributing
4	Use federal funding to supplement our curriculum	<p>Title I: Support our teachers by covering the cost of additional planning time for English Language Arts and English Learner supplemental support and investing in additional teacher assistants.</p> <p>Title II: Commit to staff tuition reimbursement for induction programs to allow teachers to clear their California teaching credential and stay in the profession long-term, and invest in professional development to support intellectual preparation, strong instructional practices, effective data cycles, trauma-sensitive education, and active engagement in the classroom.</p> <p>Title III: Fund the Director of Biliteracy and English Learners to lead professional development and coaching on practices to promote academic achievement for English Learners and invest in supplemental software to support English Language Development.</p> <p>Title IV: Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p>	\$304,610	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in increasing iReady growth rates in English and math, and a strong indicator of English Learner Progress. However, the results are still modest and more investment is needed.

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

We are investing in strategic and targeted professional development and partnerships to meet the needs of our teachers and help them better meet the unique needs of our low-income students, English Learners, and foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will learn from trained educators using appropriate, standards-aligned instructional materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to meet State Priority 1 - Basic Conditions, State Priority 2 - State Standards, and State Priority 8 - Other Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately credentialed and assigned	97.14%	97%	93%	[Insert outcome here]	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	[Insert outcome here]	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure the strong basic functions of the school and front office	Expenses within this action include ensuring basic office and classroom supplies, basic copier costs, fees for services and consultants providing necessary financial and operational support, fiscal/operational software and licenses, external memberships and fees to support school operations, communications costs (phone, internet, postage), and basic staffing, including the CEO, Principal, School Operations Manager, and content teachers.	\$2,690,977	N
2	Maintain high standards of safety and cleanliness	This action includes expenses for a base level of custodians and custodial supplies, nursing services, emergency and first-aid supplies, and any additional materials or services to maintain a safe and clean environment for students and staff.	\$88,841	N
3	Provide a functional and compliant facility for students and staff	This action includes all essential facility costs, including rent/depreciation/interest expense, property taxes, utilities and basic facility operations (pest control, HVAC, etc.), facility maintenance, and repairs.	\$310,341	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences.

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

The actions were effective in maintaining the baseline needs of the program and addressing changing needs in facilities repairs, etc.

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

There are no significant changes in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Foster a positive and engaged 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 Priority 3 - Parental Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95.3% (19-20)	88%	89% (estimated)	[Insert outcome here]	98%
Chronic Absenteeism Rate	13.38% (19-20)	40%	44%	[Insert outcome here]	10%
Suspension Rate	1.9% (19-20)	2.2%	3.8%	[Insert outcome here]	1%
Expulsion Rate	0% (19-20)	0%	0%		0%
Local Indicator: % favorable response to student survey question “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college.”	81.5% (19-20)	62%	pending		90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: Family Engagement – the degree to which families become involved with and interact with their child’s school	63% (19-20)	66%	73%		75%
Middle School Dropout Rate	0% (19-20)	0%	0.18%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in high levels of parent involvement	Expenses in this action include the costs of family workshops and appreciation events, schoolwide events, surveys and data collection to measure family involvement, software that supports seamless communication and updates to parents on student progress (ParentSquare, DeansList, etc.), and staff that ensures parent needs are prioritized, such as the Student & Family Services Coordinator and Registrar	\$180,874	Y
2	Ensure high levels of pupil engagement.	The expenses in this action include the costs for uniforms, additional security, memberships with community organizations and other external partnerships, field trips, costs of family services (like eyeglasses) that keep students in school, and additional office assistants to support attendance communication.	\$56,967	Y

Action #	Title	Description	Total Funds	Contributing
3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Expenses within this action include costs for social-emotional learning curriculum, student culture awards, recess equipment, student apparel, investments in the physical environment such as additional janitorial services and landscaping, teacher stipends for culture support (new teacher culture, student support & relationship-building, sunshine committee, team leaders, etc.), snacks for teachers to support additional meetings, and staff including additional psychologists, AP of Student Support, additional custodians, and campus aides.	\$636,058	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in slightly increasing attendance and increasing family engagement.

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

Attendance, chronic absenteeism, suspension rates, student satisfaction, and family engagement is still below our target. Consequently, we are continuing to invest in partnerships, student incentives, events, and other culture and engagement-building mechanism to continue our upward trajectory.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,902,980	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.72%	0%	\$0	27.72%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 1: We have invested in instructional materials that are designed to meet the needs of our student population, with a specific focus on English Learners, foster youth, and low-income students. All of these expenses support our teachers in providing access to content that is comprehensible and engaging, particularly as we help our most vulnerable students recover from COVID-19 learning loss.

Goal 1, Action 2: Too often, our highest-need students (English Learners, foster youth, and low-income students) don't get the teachers they deserve because their needs are misunderstood and their teachers are not provided adequate support. We believe these investments will better equip our teachers to meet the unique learning needs of English Learners, foster youth, and low-income students, and help keep them in the profession serving those students because they feel their professional development and additional work is adequately supported.

Goal 3, Action 1: We recognize that for English Learners, foster youth, and low-income students, family involvement is critical AND that those families often face more barriers to being involved in school. Thus, we are strategically investing in these actions to ensure that all of our

families feel welcomed, that they can get their questions answered, and that the school has the resources and staffing necessary to actively communicate with even hard-to-reach and overwhelmed families to help drive student success.

Goal 3, Action 2: Chronic absenteeism is a huge challenge in education right now, and the most highly impacted groups are English Learners, foster youth, and low-income students. By focusing actively on expenses that support students wanting to go to school, feeling safe at school, and removing barriers to attendance, we hope to increase attendance schoolwide, but particularly for these vulnerable groups.

Goal 3, Action 3: While we are working towards a positive school climate for all students, we are aware that our foster youth, English Learners, and low-income students are often the most in need of a positive and stable school climate and often the first to suffer the consequences of a school climate that is less than healthy. Thus we are actively engaged in providing additional supports and incentives to ensure their experience of school is positive and they feel equipped to navigate the inevitable challenges that school brings each day.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, parental involvement, attendance, climate, and suspension/expulsion rates both schoolwide and for each of these subgroups.

The required percentage to increase or improve services is 31%. The planned quantitative increase in services exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$ 6,864,534	\$ 1,902,980	27.72%	0.00%	27.72%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 76,616	\$ 76,616	\$ -	\$ -	\$ -	\$ 76,616	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 1,414,337	\$ 1,414,337	\$ -	\$ -	\$ -	\$ 1,414,337	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 1,963,723	\$ 1,389,732	\$ 573,991	\$ -	\$ -	\$ 1,963,723	0.00%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 304,610		\$ -	\$ -	\$ 304,610	\$ 304,610	0.00%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 2,690,977	\$ 2,690,977	\$ -	\$ -	\$ -	\$ 2,690,977	0.00%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 88,841	\$ 88,841	\$ -	\$ -	\$ -	\$ 88,841	0.00%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 310,341	\$ 310,341	\$ -	\$ -	\$ -	\$ 310,341	0.00%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 180,874	\$ 180,874	\$ -	\$ -	\$ -	\$ 180,874	0.00%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 56,967	\$ 56,967	\$ -	\$ -	\$ -	\$ 56,967	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 636,058	\$ 636,058	\$ -	\$ -	\$ -	\$ 636,058	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,844,742	\$ 573,991	\$ -	\$ 304,610	7,723,343	\$ -	\$ 7,723,343

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	All	\$ 76,616	\$ -	\$ -	\$ -	\$ 76,616
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	\$ 1,414,337	\$ -	\$ -	\$ -	\$ 1,414,337
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	\$ 1,389,732	\$ 573,991	\$ -	\$ -	\$ 1,963,723
1	4	Use federal funding to supplement our curriculum	All	\$ -	\$ -	\$ -	\$ 304,610	\$ 304,610
2	1	Ensure the strong basic functions of the school and front office	All	\$ 2,690,977	\$ -	\$ -	\$ -	\$ 2,690,977
2	2	Maintain high standards of safety and cleanliness	All	\$ 88,841	\$ -	\$ -	\$ -	\$ 88,841
2	3	Provide a functional and compliant facility for students and staff	All	\$ 310,341	\$ -	\$ -	\$ -	\$ 310,341
3	1	Invest in high levels of parent involvement	All	\$ 180,874	\$ -	\$ -	\$ -	\$ 180,874
3	2	Ensure high levels of pupil engagement.	All	\$ 56,967	\$ -	\$ -	\$ -	\$ 56,967
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	\$ 636,058	\$ -	\$ -	\$ -	\$ 636,058

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,864,534	\$ 1,902,980	27.72%	0.00%	27.72%	\$ 2,364,852	0.00%	34.45%	Total:	\$ 2,364,852
								LEA-wide Total:	\$ 2,364,852
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide standard-aligned materials that ena	Yes	LEA-wide	All	All Schools	\$ 76,616	0.00%
1	2	Invest in additional resources, partnerships,	Yes	LEA-wide	All	All Schools	\$ 1,414,337	0.00%
1	3	Invest in Special Education support and staf	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Use federal funding to supplement our curri	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Ensure the strong basic functions of the sch	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Maintain high standards of safety and clean	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Provide a functional and compliant facility fo	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 180,874	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 56,967	0.00%
3	3	Invest in a positive and nurturing school clin	Yes	LEA-wide	All	All Schools	\$ 636,058	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,109,847.00	\$ 7,417,902.26

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 172,508	\$ 172,508
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,432,646	\$ 1,432,646
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 1,959,952	\$ 1,959,952
1	4	Use federal funding to supplement our curriculum	No	\$ 310,042	\$ 310,042
2	1	Ensure the strong basic functions of the school and front office	No	\$ 2,700,235	\$ 2,700,235
2	2	Maintain high standards of safety and cleanliness	No	\$ 76,729	\$ 76,729
2	3	Provide a functional and compliant facility for students and staff	No	\$ 227,805	\$ 227,805
3	1	Invest in high levels of parent involvement	Yes	\$ 193,147	\$ 193,147
3	2	Ensure high levels of pupil engagement.	Yes	\$ 58,250	\$ 58,250
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 286,589	\$ 286,589

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,143,140	\$ 1,965,303	\$ 2,143,140	\$ (177,837)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	Yes	\$ 172,508.00	\$ 172,508.00	0.00%	0.00%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,432,646.01	\$ 1,432,646.01	0.00%	0.00%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -		0.00%	0.00%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.00%	0.00%
2	1	Ensure the strong basic functions of the school and front office	No			0.00%	0.00%
2	2	Maintain high standards of safety and cleanliness	No			0.00%	0.00%
2	3	Provide a functional and compliant facility for students and staff	No			0.00%	0.00%
3	1	Invest in high levels of parent involvement	Yes	\$ 193,147.30	\$ 193,147.30	0.00%	0.00%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 58,250.10	\$ 58,250.10	0.00%	0.00%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 286,588.70	\$ 286,588.70	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,109,847	\$ 2,143,140	0.00%	30.14%	\$ 2,143,140	0.00%	30.14%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo High #2
CDS code:	19-64733-0127910
LEA contact information:	Lawrence Boone, Principal, (213) 736-5566, Lawrence.Boone@caminonuevo.org
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	8,026,775
LCFF supplemental & concentration grants	\$	2,265,629
All other state funds	\$	1,005,548
All local funds	\$	561,541
All federal funds	\$	804,056
Total Projected Revenue	\$	10,397,920
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	10,355,244
Total Budgeted Expenditures in the LCAP	\$	9,018,999
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,131,171
Expenditures not in the LCAP	\$	1,336,245
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,162,311

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	2,417,010
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LCFF Budget Overview for Parents: Narrative Responses

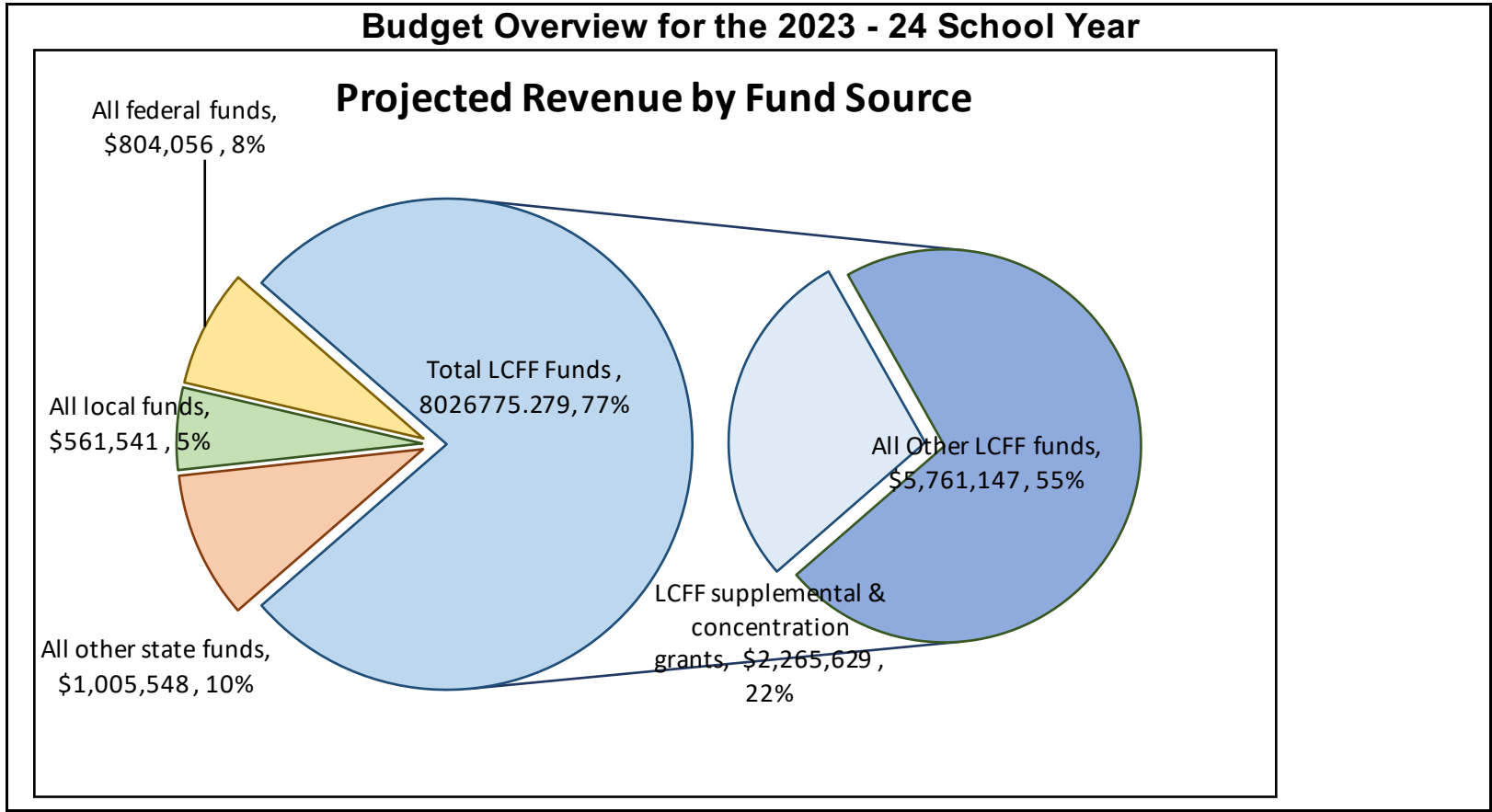
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2022 - 23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022 - 23.</p>	<p>Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2
 CDS Code: 19-64733-0127910
 School Year: 2023 - 24
 LEA contact information: Lawrence Boone, Principal, (213) 736-5566, Lawrence.Boone@caminonuevo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

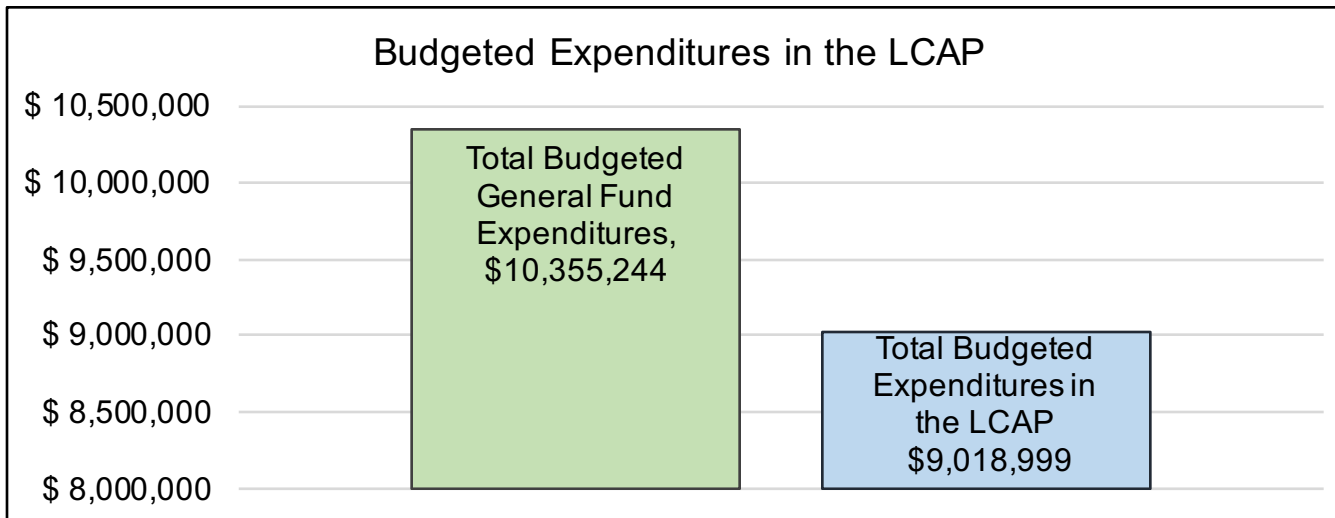


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo High #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo High #2 is \$10,397,920.17, of which \$8,026,775.28 is Local Control Funding Formula (LCFF), \$1,005,548.06 is other state funds, \$561,541.29 is local funds, and \$804,055.53 is federal funds. Of the \$8,026,775.28 in LCFF Funds, \$2,265,628.56 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo High #2 plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

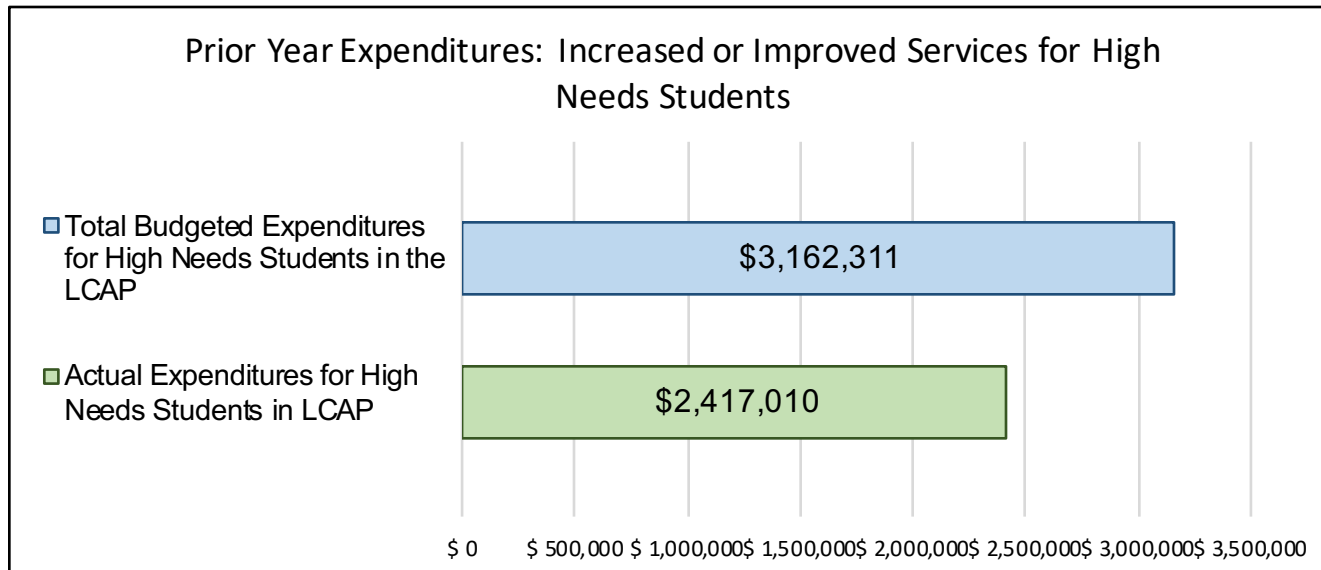
The text description of the above chart is as follows: Camino Nuevo High #2 plans to spend \$10,355,243.64 for the 2023 - 24 school year. Of that amount, \$9,018,998.53 is tied to actions/services in the LCAP and \$1,336,245.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo High #2 is projecting it will receive \$2,265,628.56 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo High #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo High #2 plans to spend \$3,131,171.13 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo High #2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo High #2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo High #2's LCAP budgeted \$3,162,310.97 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent \$2,417,010.42 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$745,300.55 had the following impact on Camino Nuevo High #2's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo High #2	Lawrence Boone, Principal	Lawrence.boone@caminonuevo.org

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

CNHS #2 has provided robust additional mental health supports for students struggling post-pandemic, including a daily 45-minute SEL advisory program. There has been a strong focus on preparing students in English and math, taking advantage of additional tutoring opportunities after-school and on weekends. Teachers have been provided with professional development to deepen their understanding of content standards and increase rigor in their classrooms. iReady growth scores have improved in both reading and math, along with family engagement and the number of teachers appropriately credentialed and assigned. Attendance has also increased as chronic absenteeism has begun to decrease. 97.5% of students are on-track to complete their A-G requirements. Math CAASPP scores have already bounced back to pre-pandemic levels.

Reflections: Identified Need

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

Academic performance still lags behind pre-pandemic levels in ELA and science. Chronic absenteeism remains high two years after remote learning. While growth on iReady has held steady, the majority of students are not hitting their growth targets in reading and math. While English Learner achievement is improving, school leadership still feels it is an area of need and growth. While math performance has improved, it is still an area of low achievement and actively being targeted. The school is also continuing to invest in supports for students with disabilities to help drive their academic achievement.

LCAP Highlights

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

The LCAP addresses our three key areas of focus: academic improvement, essential foundations for learning, and an inclusive and engaging school culture. As we continue our post-remote learning work, we know that our students need a comprehensive and holistic approach, which is reflected in our LCAP priorities. Under Goal 1, we are investing not just in English and math as critical areas, but in the arts, physical education, ethnic studies, technology, and more. We also recognize that students succeed when teachers succeed and are supported, and so we are continuing our commitment to professional development, partnerships, and stipends to support our teachers' creativity and tireless efforts. Under Goal 3, we have identified three critical pillars to support Camino culture: families, student engagement, and a positive school culture. Each of these has several components—tangible tokens of investment, strategic use of technology, and staffing and professional development to ensure that every person our students and families interact with is ready to offer their best.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

Overall, stakeholder feedback was positive throughout the LCAP input process throughout the year. Parents expressed a desire for additional communication about their child(ren)'s academic progress. Teachers expressed concerns about class sizes. Students requested additional incentives and extracurricular activities.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a direct result of feedback from our educational partners, the school established a deeper investment in mental health services (Goal 3, Action 3) and invested more deeply in sports and other extracurricular programming (Goal 3, Action 3). In response to concerns from teachers and parents, CNHS implemented the use of Yondr (Goal 3, Action 3), which has been universally seen as positive for academics and school culture. The school also made changes to dismissal and pick-up procedures in collaboration with parents (Goal 3, Action 1), and has added additional TAs to support English Learners, students with disabilities, and other high-need students (Goal 1, Action 2).

Goals and Actions

Goal

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 Priority 2- State Standards, State Priority 4 - Pupil Achievement, and State Priority 7 - Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	65.45% Met or Exceeded Standard	59.63% Meet or Exceeded Standard	results pending	[Insert outcome here]	75% Meet or Exceed
Performance on CAASPP Math (SBAC)	15.46% Met or Exceeded Standard	20.19% Met or Exceeded Standard	results pending	[Insert outcome here]	45% Meet or Exceed
Performance on CAASPP Science	20.95% Met or Exceeded Standard	16.98% Met or Exceeded Standard	results pending	[Insert outcome here]	45% Meet or Exceed
EL Reclassification Rate	22%	data not available; 34.9% ELPI per dashboard	results pending		30% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via iReady	Reading: 16% Math: 10%	Reading: 16% Math: 10%	Reading: 21% Math: 21%		CNCA schools use iReady to determine the % of students meeting typical growth expectations
% of students meeting A-G requirements			97.5%		100%
% of students that pass AP exams with a 3 or higher	AP U.S. History: 0% AP U.S. Govt: 0% AP Spanish Language: 88.9% AP English Literature: 40% AP English Language: 6.7% AP Calculus: 0% AP Biology: 44.4% AP Studio Art: 73.1%	AP U.S. History: 0% AP U.S. Govt: 0% AP Spanish Language: 88.9% AP English Literature: 40% AP English Language: 6.7% AP Calculus: 0% AP Biology: 44.4% AP Studio Art: 73.1%	pending		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.	This action includes expenses for curriculum and equipment, books, project materials, instructional software, data analysis tools, and student and classroom technology.	\$119,171	Y

Action #	Title	Description	Total Funds	Contributing
2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Expenses in this action include a variety of internal and external professional development, leadership development, academic memberships and partnerships, substitute teacher expenses, leadership and academic consultants, teacher stipends for additional contributions (including subbing, BCLAD, longevity, ELD support, instructional leadership, peer coaching, etc.), teacher support staffing (Teacher Residency Coach, TFA, AP of Instruction, teacher assistants, etc.), and support from the home office staff including the VP of Schools and Chief Academic Officer.	\$1,916,914	Y
3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	Expenses in this action include direct and related services for students with disabilities, training, supplies, and professional development.	\$1,819,212	N
4	Use federal funding to supplement our curriculum	<p>Title I: Support our teachers by covering the cost of additional planning time for English Language Arts and English Learner supplemental support and investing in additional teacher assistants.</p> <p>Title II: Commit to staff tuition reimbursement for induction programs to allow teachers to clear their California teaching credential and stay in the profession long-term, and invest in professional development to support intellectual preparation, strong instructional practices, effective data cycles, trauma-sensitive education, and active engagement in the classroom.</p> <p>Title III: Fund the Director of Biliteracy and English Learners to lead professional development and coaching on practices to promote academic achievement for English Learners and invest in supplemental software to support English Language Development.</p> <p>Title IV: Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience</p>	\$245,375	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in increasing iReady growth rates in English and math, and a strong indicator of English Learner Progress. However, the results are still modest and more investment is needed.

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

We are investing in strategic and targeted professional development and partnerships to meet the needs of our teachers and help them better meet the unique needs of our low-income students, English Learners, and foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will learn from trained educators using appropriate, standards-aligned instructional materials and in a clean, safe, and functional facility.

An explanation of why the LEA has developed this goal.

CNCA developed this goal to meet State Priority 1 - Basic Conditions, State Priority 2 - State Standards, and State Priority 8 - Other Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % of teachers who are appropriately credentialed and assigned	88%	75%	87%	[Insert outcome here]	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	[Insert outcome here]	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure the strong basic functions of the school and front office	Expenses within this action include ensuring basic office and classroom supplies, basic copier costs, fees for services and consultants providing necessary financial and operational support, fiscal/operational software and licenses, external memberships and fees to support school operations, communications costs (phone, internet, postage), and basic staffing, including the CEO, Principal, School Operations Manager, and content teachers.	\$2,890,193	N
2	Maintain high standards of safety and cleanliness	This action includes expenses for a base level of custodians and custodial supplies, nursing services, emergency and first-aid supplies, and any additional materials or services to maintain a safe and clean environment for students and staff.	\$144,773	N
3	Provide a functional and compliant facility for students and staff	This action includes all essential facility costs, including rent/depreciation/interest expense, property taxes, utilities and basic facility operations (pest control, HVAC, etc.), facility maintenance, and repairs.	\$788,275	N

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences.

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

The actions were effective in maintaining the baseline needs of the program and addressing changing needs in facilities repairs, etc.

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

There are no significant changes in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Foster a positive and engaged 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 Priority 3 - Parental Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	93.6% (19-20)	87%	91% (estimated)	[Insert outcome here]	95%
Chronic Absenteeism Rate	21.79% (19-20)	38%	30%	[Insert outcome here]	10%
Suspension Rate	3% (19-20)	1.3%	2.2%	[Insert outcome here]	1%
Expulsion Rate	0% (19-20)	0%	0%		0%
Local Indicator: % favorable response to student survey question “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college.”	60% (19-20)	60%	pending		75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: % favorable response to parent survey subsection: Family Engagement – the degree to which families become involved with and interact with their child’s school	56% (19-20)	66%	73%		70%
High School Dropout Rate	4.72% (19-20)	1.66%	2.36% (estimated)		2%
High School Graduation Rate	95.28% (19-20)	96%	84% (estimated)		98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in high levels of parent involvement	Expenses in this action include the costs of family workshops and appreciation events, schoolwide events, surveys and data collection to measure family involvement, software that supports seamless communication and updates to parents on student progress (ParentSquare, DeansList, etc.), and staff that ensures parent needs are prioritized, such as the Student & Family Services Coordinator and Registrar	\$276,386	Y
2	Ensure high levels of pupil engagement.	The expenses in this action include the costs for uniforms, additional security, memberships with community organizations and other external partnerships, field trips, costs of family services (like eyeglasses) that keep students in school, and additional office assistants to support attendance communication.	\$133,486	Y

Action #	Title	Description	Total Funds	Contributing
3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Expenses within this action include costs for social-emotional learning curriculum, student culture awards, recess equipment, student apparel, investments in the physical environment such as additional janitorial services and landscaping, teacher stipends for culture support (new teacher culture, student support & relationship-building, sunshine committee, team leaders, etc.), snacks for teachers to support additional meetings, and staff including additional psychologists, AP of Student Support, additional custodians, and campus aides.	\$685,215	Y

Goal Analysis for 2022-23

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

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

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences.

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

The actions were effective in slightly increasing attendance, decreasing chronic absenteeism and increasing family engagement.

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

Attendance, chronic absenteeism, suspension rates, student satisfaction, and family engagement is still below our target. Consequently, we are continuing to invest in partnerships, student incentives, events, and other culture and engagement-building mechanism to continue our upward trajectory.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,265,629	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.23%	0%	\$0	28.23%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 1: We have invested in instructional materials that are designed to meet the needs of our student population, with a specific focus on English Learners, foster youth, and low-income students. All of these expenses support our teachers in providing access to content that is comprehensible and engaging, particularly as we help our most vulnerable students recover from COVID-19 learning loss.

Goal 1, Action 2: Too often, our highest-need students (English Learners, foster youth, and low-income students) don't get the teachers they deserve because their needs are misunderstood and their teachers are not provided adequate support. We believe these investments will better equip our teachers to meet the unique learning needs of English Learners, foster youth, and low-income students, and help keep them in the profession serving those students because they feel their professional development and additional work is adequately supported.

Goal 3, Action 1: We recognize that for English Learners, foster youth, and low-income students, family involvement is critical AND that those families often face more barriers to being involved in school. Thus, we are strategically investing in these actions to ensure that all of our

families feel welcomed, that they can get their questions answered, and that the school has the resources and staffing necessary to actively communicate with even hard-to-reach and overwhelmed families to help drive student success.

Goal 3, Action 2: Chronic absenteeism is a huge challenge in education right now, and the most highly impacted groups are English Learners, foster youth, and low-income students. By focusing actively on expenses that support students wanting to go to school, feeling safe at school, and removing barriers to attendance, we hope to increase attendance schoolwide, but particularly for these vulnerable groups.

Goal 3, Action 3: While we are working towards a positive school climate for all students, we are aware that our foster youth, English Learners, and low-income students are often the most in need of a positive and stable school climate and often the first to suffer the consequences of a school climate that is less than healthy. Thus we are actively engaged in providing additional supports and incentives to ensure their experience of school is positive and they feel equipped to navigate the inevitable challenges that school brings each day.

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

Due to the high representation of foster youth, English Learners, and low-income students in the schoolwide population, all services are being provided on an LEA-wide basis. We expect to see meaningful increases in academic achievement, parental involvement, attendance, climate, and suspension/expulsion rates both schoolwide and for each of these subgroups.

The required percentage to increase or improve services is 31%. The planned quantitative increase in services exceeds that requirement as demonstrated by the budgeted LCFF expenditures.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Not for Inclusion in the Template

LCFF Budget Overview for Parents Data Entry Instructions

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Camino Nuevo High #2
CDS code:	19-64733-0127910
LEA contact information:	Lawrence Boone, Principal, (213) 736-5566, Lawrence.Boone@caminonuevo.org
Coming School Year:	2023 - 24
Current School Year:	2022 - 23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023 - 24 School Year		Amount
Total LCFF funds	\$	8,026,775
LCFF supplemental & concentration grants	\$	2,265,629
All other state funds	\$	1,005,548
All local funds	\$	561,541
All federal funds	\$	804,056
Total Projected Revenue	\$	10,397,920
Total Budgeted Expenditures for the 2023 - 24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	10,355,244
Total Budgeted Expenditures in the LCAP	\$	9,018,999
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,131,171
Expenditures not in the LCAP	\$	1,336,245
Expenditures for High Needs Students in the 2022 - 23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,162,311

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Data Input

Actual Expenditures for High Needs Students in LCAP	\$	2,417,010
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LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

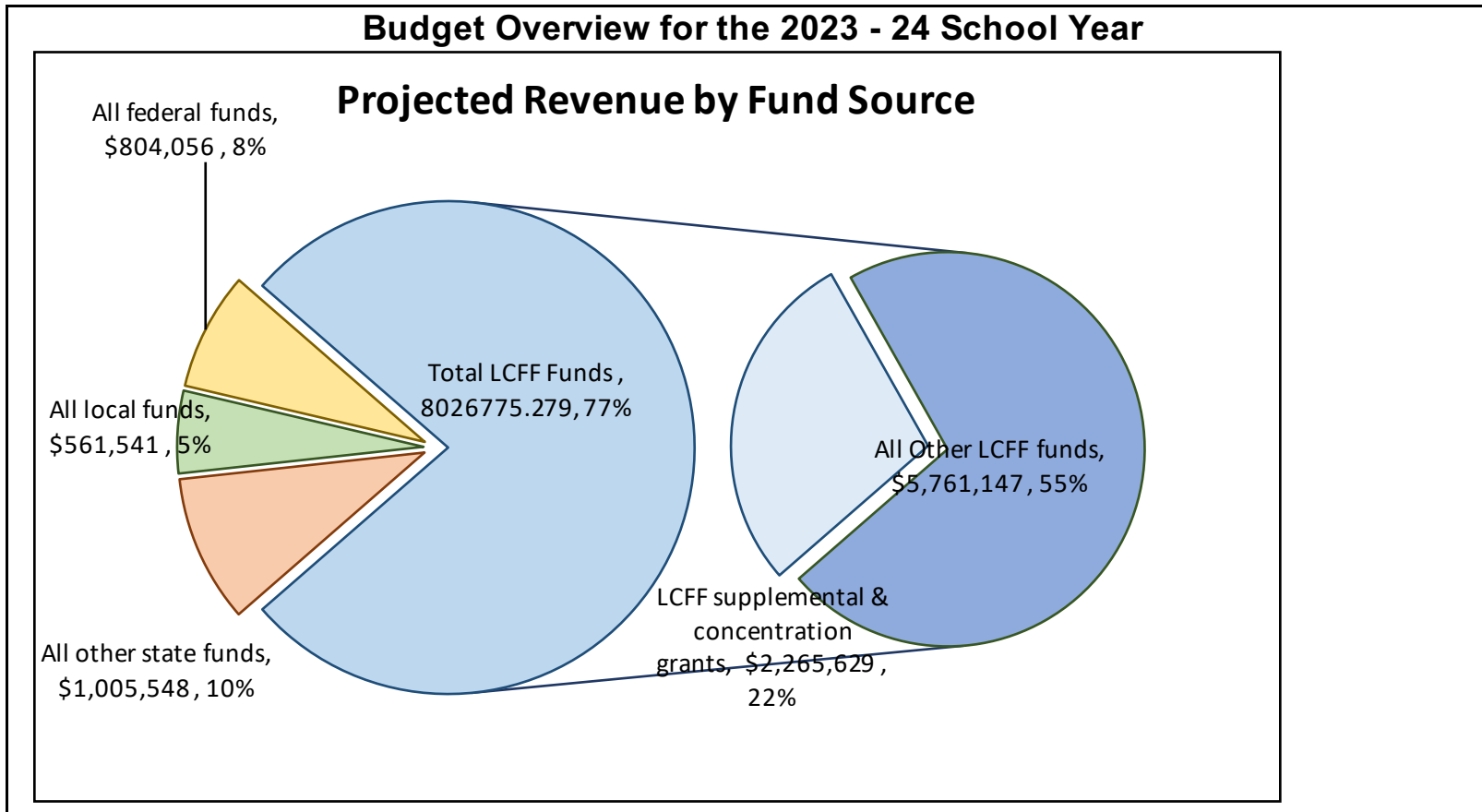
Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2022 - 23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022 - 23.</p>	<p>Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.</p>

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2
 CDS Code: 19-64733-0127910
 School Year: 2023 - 24
 LEA contact information: Lawrence Boone, Principal, (213) 736-5566, Lawrence.Boone@caminonuevo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

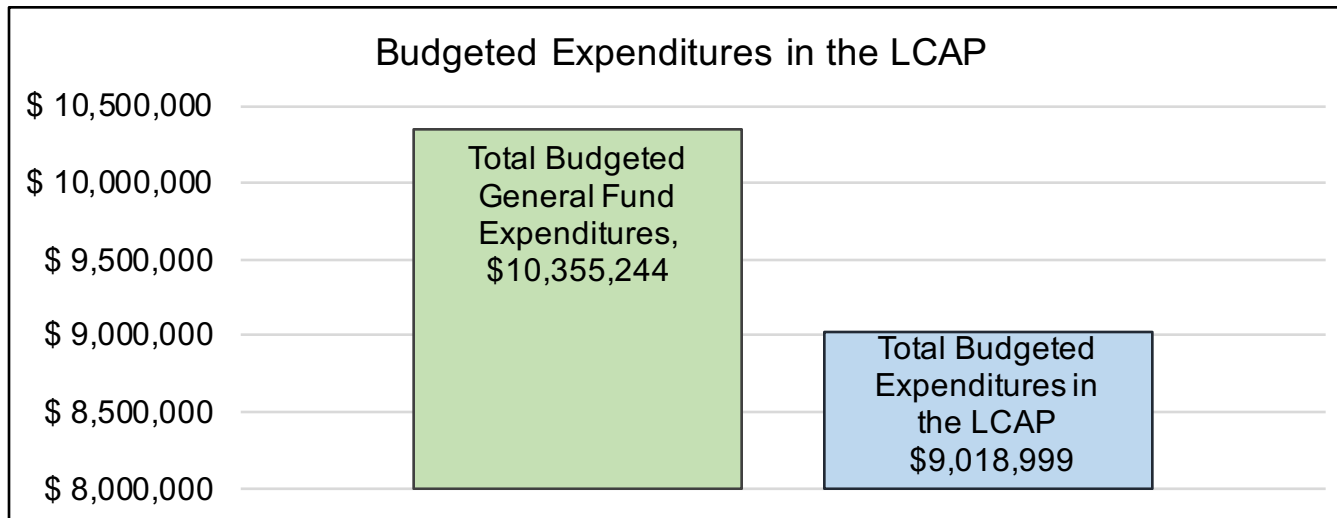


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo High #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo High #2 is \$10,397,920.17, of which \$8,026,775.28 is Local Control Funding Formula (LCFF), \$1,005,548.06 is other state funds, \$561,541.29 is local funds, and \$804,055.53 is federal funds. Of the \$8,026,775.28 in LCFF Funds, \$2,265,628.56 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo High #2 plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

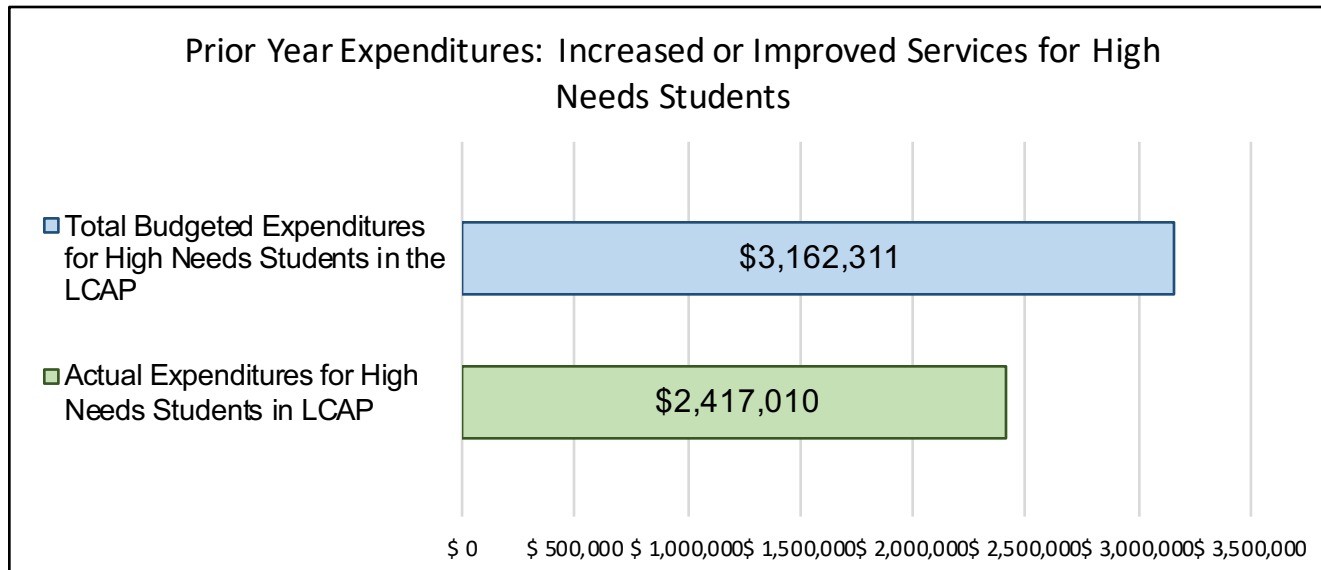
The text description of the above chart is as follows: Camino Nuevo High #2 plans to spend \$10,355,243.64 for the 2023 - 24 school year. Of that amount, \$9,018,998.53 is tied to actions/services in the LCAP and \$1,336,245.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, **Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year**

In 2023 - 24, Camino Nuevo High #2 is projecting it will receive \$2,265,628.56 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo High #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo High #2 plans to spend \$3,131,171.13 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 23



This chart compares what Camino Nuevo High #2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Camino Nuevo High #2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 23, Camino Nuevo High #2's LCAP budgeted \$3,162,310.97 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent \$2,417,010.42 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$745,300.55 had the following impact on Camino Nuevo High #2's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. In addition, the school had higher usage of one-time funds to help cover planned services.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Coversheet

CNCA Arts & Music Spending Plan(s) : CNCA #1, CNCA # 2, CNCA #3, CNCA#4, CNHS #2

Section: VIII. Financials
Item: A. CNCA Arts & Music Spending Plan(s) : CNCA #1, CNCA # 2, CNCA #3, CNCA#4, CNHS #2
Purpose: Vote
Submitted by:
Related Material: Arts and Music Block Grant Spending Plan - CNCA Burlington.pdf
Arts and Music Block Grant Spending Plan - CNCA Dalzell Lance.pdf
Arts and Music Block Grant Spending Plan - CNCA EISNER.pdf
Arts and Music Block Grant Spending Plan - CNCA CAS.pdf
Arts and Music Block Grant Spending Plan - CNCA CIS.pdf
Arts and Music Block Grant Spending Plan - CNCA Kayne.pdf

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #1
697 S. Burlington Ave.
Los Angeles, CA 90057

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$164,526

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$111,502</p> <p>\$53,024</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:

Camino Nuevo High School Charter Academy #2
3500 W Temple St.
Los Angeles, CA 90004

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$144,711

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	<p>\$37356</p> <p>\$48,823</p>
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	<p>\$6,030</p>

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$47,502 \$5,000</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #3
2755 W 15th St.
Los Angeles, CA 90006

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$72,548

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$72,548</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #3
1723 W. Cordova St.
Los Angeles, CA 90007

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$119,027

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff (CIS) ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$99,027</p> <p>\$20,000</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #4
1018 Mohawk St..
Los Angeles, CA 90026

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #4 Allocated Amount: \$171,215.97

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$171,215.97</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	

**Arts and Music Block Grant
Spending Plan**



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #2
3400 W. 3rd Street.
Los Angeles, CA 90020

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #2 Allocated Amount: \$192,168.00

Allowable Use	CNCA Plan	Budgeted Amount
<p>Obtain standards-aligned professional development and instructional materials, in the following subject areas:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the <i>California Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science 	<ul style="list-style-type: none"> ● Computer science curriculum: Project Lead the Way ● Arts and Music Supplies ● English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) ● Replacement math books and consumables from Bridges, RCM, and CPM ● World Languages textbooks - Spanish ● Standards-based grading PD 	
<p>Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on</p>	<ul style="list-style-type: none"> ● Restorative practices PD ● PD Learning Through Play, Physical Education, asset-based pedagogies, 	<p>\$51,087</p>

<p>de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</p>	<p>transformative social-emotional learning, media literacy, digital literacy</p>	
<p>Operational costs, including but not limited, to retirement and health care cost increases.</p> <ol style="list-style-type: none"> 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure) 	<ul style="list-style-type: none"> ● Custodial staff ● Recycling bins ● Computers ● SMART Boards ● HVAC: Air filters ● Buses for field trips 	<p>\$57,081</p> <p>\$60,000</p>
<p>As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</p>	<ul style="list-style-type: none"> ● PPE & cleaning supplies 	<p>\$24,000</p>

Coversheet

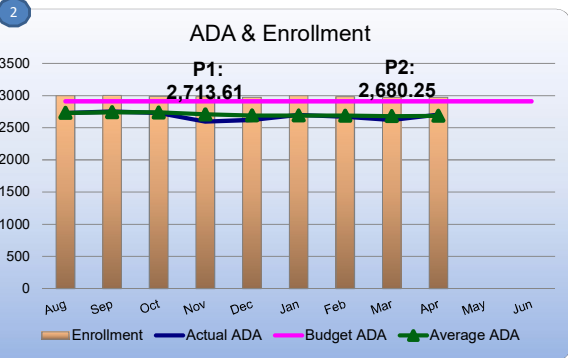
April Financials

Section: VIII. Financials
Item: B. April Financials
Purpose: FYI
Submitted by:
Related Material: 04.23 - CNCA Consolidated - Financial Packet.pdf

Camino Nuevo Charter Academy - Financial Dashboard (April 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment as of Month 9 was under budget by 158 students. P2 ADA is 90.0% which is 3% lower than budgeted ADA.
 CNCA is projected to have a net income of \$222K.
 Cash remains strong across all entities and is projected to be at \$22.8MM as of 06/30/2023.

3 Average Daily Attendance Analysis

Category	Actual through Month 9	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	2,974	2,972	3,130	(158)	3,017	4,942
ADA %	89.8%	90.0%	93.0%	-3.0%	90.2%	90.4%
Average ADA	2,683.18	2,680.25	2,910.90	(230.65)	2,720.70	4,468.34

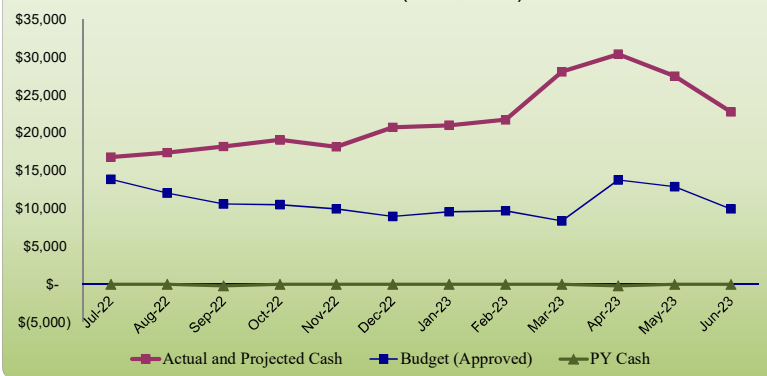
4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.7%	95.7%	2.0%	93.6%
3-Year Average %	94.7%	94.7%	0.0%	95.1%
District UPP C. Grant Cap	85.6%	86.0%	0.4%	85.6%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 04/30/23	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	37,404,100	39,300,354	(1,896,255)	37,886,610	(482,510)	31,553,214	31,367,376	185,837	35,808,573	33,411,308
Federal Revenue	9,733,788	8,059,600	1,674,187	9,236,003	497,785	5,811,357	5,406,959	404,398	10,868,693	8,544,443
State Revenue	7,277,708	3,890,423	3,387,284	5,852,825	1,424,883	17,590,213	2,422,442	15,167,771	4,097,827	2,578,594
Other Local Revenue	3,382,646	2,400,289	982,358	3,099,912	282,734	3,025,350	1,985,330	1,040,020	2,971,632	2,587,536
Grants/Fundraising	280,665	149,695	130,970	184,743	95,922	227,050	149,489	77,561	390,444	263,396
TOTAL REVENUE	58,078,907	53,800,362	4,278,545	56,260,093	1,818,814	58,207,184	41,331,596	16,875,588	54,137,169	47,385,276
<i>Total per ADA</i>	<i>21,669</i>	<i>18,482</i>	<i>3,187</i>	<i>20,991</i>	<i>679</i>				<i>12,116</i>	<i>15,936</i>
<i>w/o Grants/Fundraising</i>	<i>21,564</i>	<i>18,431</i>	<i>3,134</i>	<i>20,922</i>	<i>643</i>				<i>12,028</i>	<i>15,847</i>
Certificated Salaries	16,139,991	16,771,049	631,057	16,332,337	192,346	13,000,643	13,651,834	651,190	16,070,067	12,866,595
Classified Salaries	7,107,472	6,940,217	(167,255)	7,362,227	254,755	5,634,360	5,610,956	(23,404)	6,291,816	3,627,635
Benefits	7,731,093	8,124,172	393,079	8,212,147	481,054	6,152,413	6,854,993	702,580	6,650,987	4,779,613
Student Supplies	3,693,042	2,722,594	(970,448)	3,705,694	12,652	2,786,719	2,223,151	(563,568)	4,615,770	5,238,611
Operating Expenses	21,658,975	17,263,011	(4,395,964)	18,931,018	(2,727,957)	14,810,137	14,370,222	(439,915)	19,409,944	13,715,921
Other	1,526,113	1,589,690	63,577	1,550,408	24,295	1,291,325	1,352,897	61,572	1,420,923	1,299,959
TOTAL EXPENSES	57,856,686	53,410,733	(4,445,953)	56,093,832	(1,762,854)	43,675,597	44,064,053	388,456	54,459,506	41,528,335
<i>Total per ADA</i>	<i>21,586</i>	<i>18,349</i>	<i>(3,238)</i>	<i>20,929</i>	<i>658</i>				<i>12,188</i>	<i>13,966</i>
NET INCOME / (LOSS)	222,220	389,629	(167,409)	166,261	55,959	14,531,587	(2,732,457)	17,264,044	(322,337)	5,856,942
OPERATING INCOME	1,545,565	1,776,551	(230,986)	1,513,901	31,664	15,620,144	(1,582,328)	17,202,472	888,003	6,938,656
EBITDA	1,748,333	1,979,319	(230,986)	1,716,669	31,664	15,822,912	(1,379,580)	17,202,472	1,098,586	7,156,901

6 Cash Balance (in \$1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
22,808,032	9,984,735	12,823,297

7 Balance Sheet

Balance Sheet	6/30/2022	3/31/2023	4/30/2023	6/30/2023 FC
Assets				
Cash, Operating	16,938,485	28,132,225	30,444,030	22,808,032
Cash, Restricted	0	0	0	0
Accounts Receivable	7,215,297	2,101,670	2,101,670	8,455,354
Due From Others	178,871	582,802	279,191	183,175
Other Assets	264,447	65,056	65,146	298,367
Net Fixed Assets	39,724,047	39,446,189	39,475,960	39,527,192
Total Assets	64,321,147	70,327,943	72,365,996	71,272,120
Liabilities				
A/P & Payroll	2,361,220	2,060,530	1,636,332	2,940,811
Due to Others	2,132,638	801,335	716,991	1,220,646
Deferred Revenue	4,090,883	141,305	141,305	11,548,662
Other Liabilities	0	0	0	0
Total Debt	10,237,071	9,840,445	9,840,445	9,840,445
Total Liabilities	18,821,811	12,843,616	12,335,074	25,550,564
Equity				
Beginning Fund Bal.	45,821,673	45,499,335	45,499,335	45,499,335
Net Income/(Loss)	(322,337)	11,984,991	14,531,587	222,220
Total Equity	45,499,335	57,484,326	60,030,922	45,721,556
Total Liabilities & Equity	64,321,146	70,327,942	72,365,996	71,272,120
Available Line of Credit				
Days Cash on Hand	116	188	197	147
Cash Reserve %	31.8%	51.4%	53.9%	40.3%



Camino Nuevo Charter Academy
Consolidated Budget Summary
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	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
Enrollment	606	603	697	677	462	460	270	266	732	726	587	521	508	470	-	-	3,130	2,997
ADA	563,58	557,82	648,21	583,63	429,66	405,49	251,10	240,66	680,76	646,15	545,91	465,45	472,44	427,20	-	-	2,910.90	2,680,25
ADA %	93%	93%	93%	88%	93%	88%	93%	91%	93%	90%	93%	89%	93%	92%	-	-	93%	90%
UPP	96%	98%	91%	92%	98%	98%	93%	93%	96%	96%	92%	92%	94%	95%	0%	0%	81%	81%
Income																		
8011-8098 - Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	4,412,117	4,639,456	4,886,324	4,651,123	3,406,938	3,394,462	1,816,868	1,845,750	5,223,806	5,240,212	4,099,184	3,702,508	5,682,825	5,267,833	-	-	24,304,257	23,501,132
8012 Education Protection Account	1,362,632	1,217,238	1,572,072	1,277,476	1,034,323	880,988	604,475	522,870	1,638,798	1,403,858	1,321,580	1,016,960	94,488	85,440	-	-	5,989,569	5,000,973
8019 Local Control Funding Formula - Prior Year	-	(148,013)	-	(156,302)	-	(86,949)	-	(50,824)	-	(137,773)	-	-	-	(98,462)	-	-	-	(540,550)
8096 In Lieu of Property Taxes	1,743,756	1,852,704	2,005,607	1,938,428	1,329,398	1,346,766	776,921	799,311	2,106,319	2,146,077	1,689,084	1,545,913	1,461,762	1,418,872	-	-	9,006,528	8,901,995
8098 In Lieu of Property Taxes, Prior Year	-	148,013	-	156,302	-	86,949	-	50,824	-	137,773	-	-	-	98,462	-	-	-	540,550
Total 8011-8098 - Local Control Funding Formula Sources	7,518,504	7,709,399	8,464,003	7,867,028	5,770,659	5,622,216	3,198,264	3,167,931	8,968,923	8,790,148	7,109,848	6,265,381	7,239,076	6,772,145	-	-	39,300,354	37,404,100
8100-8299 - Federal Revenue																		
8181 Special Education - Federal (IDEA)	156,377	136,454	179,859	142,768	119,218	99,191	69,673	58,870	188,890	158,061	151,474	113,858	131,088	104,502	-	-	807,687	655,643
8221 Child Nutrition - Federal	337,888	516,873	194,144	330,939	203,735	325,883	89,765	83,582	293,501	409,464	242,012	260,664	159,194	152,259	-	-	1,226,739	1,670,199
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	299,542	279,984	281,238	275,389	225,453	164,568	127,811	92,570	353,264	257,138	260,949	235,144	198,346	197,763	-	-	1,393,339	1,245,418
8292 Title II	29,418	26,575	28,970	32,083	23,591	17,267	12,822	9,712	36,414	26,979	26,467	29,459	20,512	23,629	-	-	141,781	138,725
8294 Title III	47,362	51,791	31,346	34,277	31,002	23,219	11,326	13,061	42,328	36,280	25,054	27,397	12,355	13,511	-	-	158,444	163,257
8295 Title IV, SSAFE	24,324	23,660	18,066	21,390	16,685	13,478	9,952	7,581	26,637	21,059	17,907	18,042	14,320	15,174	-	-	101,254	99,325
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	1,316,189	1,124,748	753,907	1,340,525	321,209	529,985	363,433	413,065	684,643	943,050	806,037	1,292,611	669,581	1,060,287	-	-	4,230,357	5,761,221
Total 8100-8299 - Other Federal Income	2,211,099	2,160,086	1,487,529	2,177,371	940,894	1,173,590	684,783	678,441	1,625,676	1,852,031	1,529,899	1,977,175	1,205,397	1,567,125	-	-	8,059,600	9,733,788
8300-8599 - Other State Revenue																		
8520 Child Nutrition - State	25,144	108,020	12,865	81,260	14,227	64,418	6,310	20,184	20,537	84,602	17,841	72,624	11,037	34,943	-	-	87,425	381,449
8550 Mandate Block Grant	8,664	9,258	10,120	10,793	6,268	3,820	4,006	10,089	10,859	297,161	9,587	21,184	22,085	347,217	-	-	62,582	62,582
8561 State Lottery - Non Prop 20	91,864	95,083	105,658	100,149	70,035	69,129	40,929	40,989	110,964	110,118	88,983	78,916	77,008	72,882	-	-	474,477	457,147
8562 State Lottery - Prop 20	36,633	37,474	42,134	39,470	27,928	27,245	16,322	16,154	44,249	43,399	35,484	31,102	30,709	28,724	-	-	189,209	180,170
8560 Lottery Revenue	128,496	132,556	147,792	139,619	97,962	96,374	57,251	57,143	155,213	153,517	124,467	110,018	107,716	101,607	-	-	663,685	637,317
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	447,135	447,135	-	-	-	-	131,357	147,756	131,357	147,756	-	-	323,015	343,204	-	-	901,507	938,095
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety	203,483	203,483	203,483	203,483	203,483	203,483	-	-	203,483	203,483	203,483	203,483	-	-	-	-	813,931	813,931
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	59,272	275,648	126,737	270,502	59,272	281,210	-	65,749	59,272	346,960	113,404	267,087	-	-	-	-	358,685	1,160,197
8599 State Revenue - Other	51,209	125,703	97,017	841,310	90,192	764,588	50,401	299,141	140,594	1,063,730	82,798	839,424	346,356	413,970	-	-	717,973	3,284,137
Total 8300-8599 - Other State Income	923,402	1,301,803	598,014	1,546,966	471,405	1,416,926	249,139	593,980	720,544	2,010,907	839,155	1,502,223	809,308	915,808	-	-	3,890,423	7,277,708
8600-8799 - Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	8,400	43,307	7,000	40,164	6,787	26,840	3,500	15,689	10,287	42,529	7,000	36,697	9,800	40,683	-	-	42,487	203,379
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	10,000	38,405	60,000	84,122	22,670	44,260	12,857	23,580	35,527	67,840	29,168	29,168	15,000	28,212	-	-	149,695	247,747
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	5,793	-	3,301	-	723	-	1,156	-	1,879	-	8,733	-	11,999	-	-	-	31,705
8696 Other Fundraising	-	4	-	4	-	3	-	2	-	4	-	3	-	1,198	-	-	-	1,213
8697 E-Rate	10,201	12,480	14,776	11,040	9,504	10,301	9,600	10,560	19,104	20,861	9,600	9,600	17,347	12,573	-	-	71,028	66,554
8698 SELPA Grants	-	54,822	-	99,222	-	62,803	-	10,888	-	73,691	-	23,119	-	46,879	-	-	-	297,733
8699 All Other Local Revenue	-	440	-	228	-	15	-	9	-	23	-	1,301	-	427	-	-	-	2,418
8792 Transfers of Apportionments - Special Education	442,743	545,950	509,227	571,210	337,537	396,861	197,262	235,539	534,798	632,400	428,861	455,545	371,144	418,109	-	-	2,286,774	2,623,214

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
Total 8600-8799 - Other Income-Local	471,343	701,200	591,003	809,291	376,497	541,805	223,219	297,422	599,716	839,227	474,630	564,166	413,291	560,080	-	-	2,549,984	3,473,964
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	36,376	-	26,064	-	32,161	-	16,274	-	48,435	-	40,592	-	37,880	-	-	-	189,348
Total Prior Year Adjustments	-	36,376	-	26,064	-	32,161	-	16,274	-	48,435	-	40,592	-	37,880	-	-	-	189,348
TOTAL INCOME	11,124,349	11,908,864	11,140,549	12,426,720	7,559,455	8,786,699	4,355,405	4,754,049	11,914,860	13,540,748	9,953,532	10,349,537	9,667,072	9,853,038	-	-	53,800,362	58,078,907
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	2,126,410	1,948,006	2,645,166	2,453,501	1,627,251	1,612,612	895,178	789,764	2,522,429	2,402,376	2,329,682	2,090,704	2,134,879	2,072,894	-	-	11,758,566	10,967,482
1120 Teachers' Hourly	-	-	-	-	-	34,127	52,640	-	52,640	34,127	-	-	-	-	-	-	52,640	34,127
1170 Teachers' Salaries - Substitute	59,280	86,892	61,050	54,411	44,400	19,885	25,900	49,662	70,300	69,547	64,750	89,789	56,000	137,448	-	-	311,380	438,087
1175 Teachers' Salaries - Stipend/Extra Duty	77,840	131,817	79,950	100,502	37,750	67,992	22,500	27,419	60,250	95,411	70,400	134,526	184,960	159,294	-	-	473,400	621,549
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	75,525	42,455	87,710	48,835	56,332	32,212	33,650	18,923	89,982	51,135	73,157	42,578	62,915	35,542	-	-	389,290	220,546
1299 Certificated Pupil Support - Other	111,797	196,537	211,011	128,522	132,561	84,781	49,810	50,851	182,372	135,633	108,292	110,180	93,130	93,544	-	-	706,601	664,417
1300 Certificated Supervisors' & Administrators' Salaries	510,826	572,801	522,777	577,824	460,275	483,690	322,414	309,335	782,689	793,025	521,497	587,002	741,382	663,132	-	-	3,079,172	3,193,783
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	2,961,678	2,978,508	3,607,664	3,363,595	2,358,570	2,335,300	1,402,092	1,245,954	3,760,662	3,581,254	3,167,778	3,054,779	3,273,267	3,161,855	-	-	16,771,049	16,139,991
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	645,310	612,049	480,327	501,298	376,635	431,344	135,924	92,603	512,559	523,947	704,248	601,121	307,815	260,480	-	-	2,650,258	2,498,895
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	221,088	282,285	75,952	116,724	38,352	52,674	47,274	38,352	99,948	-	-	21,286	-	-	-	-	335,392	520,242
2200 Classified Support Salaries	177,415	199,591	142,354	122,268	106,129	111,632	78,235	63,940	184,364	175,572	117,274	105,547	98,006	85,765	-	-	719,412	688,744
2300 Classified Supervisors' & Administrators' Salaries	-	-	-	83,141	-	75,682	-	4,971	-	80,653	-	-	57,420	44,905	-	-	57,420	208,699
2400 Classified Office Staff Salaries	221,323	230,096	225,512	221,733	218,536	200,274	150,450	149,952	368,986	350,227	207,371	204,471	226,777	252,763	-	-	1,249,969	1,259,289
2900 Other Classified Salaries	405,213	328,360	342,257	379,981	292,425	296,427	182,899	192,667	475,323	489,094	391,840	401,502	313,133	332,667	-	-	1,927,767	1,931,604
Total 2000 - Classified Salaries	1,670,348	1,652,381	1,266,401	1,425,145	1,032,076	1,168,032	547,508	551,408	1,579,584	1,719,440	1,420,733	1,333,927	1,003,151	976,579	-	-	6,940,217	7,107,472
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	565,681	551,958	689,064	650,030	450,487	452,107	267,800	251,251	718,286	703,358	605,046	575,415	625,194	602,638	-	-	3,203,270	3,083,398
3212 PERS - Public Employee Retirement System	423,767	430,748	321,286	346,518	261,838	280,565	138,903	118,433	400,740	398,998	360,440	337,915	254,499	243,588	-	-	1,760,733	1,757,767
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	103,562	104,723	78,517	84,883	63,989	69,013	33,945	29,042	97,934	98,055	88,085	82,785	62,195	61,517	-	-	430,293	431,963
3331 MED - Medicare	67,164	66,142	70,674	68,176	49,164	50,012	28,269	25,697	77,434	75,709	66,533	62,608	62,008	59,552	-	-	343,813	332,187
3401 H&W - Health & Welfare	404,094	360,033	431,977	348,685	308,904	272,656	154,540	134,268	463,444	406,924	348,773	338,046	355,902	315,206	-	-	2,004,190	1,768,895
3501 SUI - State Unemployment Insurance	23,160	22,787	24,370	23,486	16,953	17,230	9,748	8,845	26,701	26,075	22,943	21,570	21,382	20,613	-	-	118,556	114,531
3601 Workers' Compensation Insurance	48,671	53,844	50,767	56,657	38,538	39,414	22,019	22,663	60,557	62,076	50,459	57,991	52,862	49,710	-	-	263,316	280,278
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	(12,481)	-	(5,814)	-	(2,359)	-	(1,580)	-	(3,939)	-	(8,546)	-	(7,146)	-	-	-	(37,926)
Total 3000 - Employee Benefits	1,636,099	1,577,754	1,666,655	1,572,621	1,189,873	1,178,638	655,224	588,619	1,845,097	1,767,257	1,542,279	1,467,783	1,434,043	1,345,678	-	-	8,124,172	7,731,093
4000 - Supplies																		
4111 Core Curricula Materials	10,567	90,508	39,993	108,694	1,071	103,851	10,901	58,785	11,972	162,636	22,095	102,621	20,200	20,776	-	-	104,827	485,234
4211 Books & Other Reference Materials	1,000	11,151	10,050	10,050	3,325	12,303	375	1,901	3,700	14,204	4,000	4,000	13,000	13,000	-	-	31,750	52,406
4311 Student Materials	77,059	74,058	85,309	75,458	42,061	55,917	38,940	35,446	81,001	91,363	66,390	56,895	84,890	104,133	-	-	394,648	401,907
4351 Office Supplies	-	12,000	18,000	23,528	12,000	12,326	7,200	7,200	19,200	19,526	15,600	18,118	12,000	15,469	-	-	64,800	88,641
4371 Custodial Supplies	12,000	30,000	12,000	24,000	12,000	14,029	12,000	14,500	24,000	28,529	18,000	18,929	12,000	21,000	-	-	78,000	122,458
4391 Food (Non Nutrition Program)	6,100	39,367	10,200	27,909	14,950	28,779	10,800	23,211	25,750	11,542	18,147	19,100	17,561	173,075	-	-	72,692	173,075
4392 Uniforms	2,800	10,130	5,000	15,180	1,500	13,574	-	9,912	1,500	23,486	1,000	9,511	7,500	8,344	-	-	17,800	66,651
4393 PE & Sports Equipment	7,000	9,434	5,000	4,187	1,500	2,167	2,000	5,225	3,500	7,392	3,000	4,030	2,500	3,361	-	-	21,000	28,404
4395 Before & After School Program Supplies	-	-	-	-	-	5,134	-	-	-	5,134	-	-	-	-	-	-	-	5,134
4399 All Other Supplies	12,286	13,068	17,091	17,771	5,000	12,331	8,560	8,678	13,560	21,009	15,261	19,743	45,024	36,910	-	-	103,222	108,502
4390 Other Supplies	28,186	71,999	37,291	65,047	22,950	61,984	21,360	47,027	44,310	109,011	30,803	51,432	74,124	84,276	-	-	214,714	381,765
4411 Non Capitalized Equipment	69,950	73,589	22,010	42,712	65,750	138,033	18,121	24,790	83,871	162,822	30,274	56,075	54,099	33,723	-	-	260,204	368,921
4711 Nutrition Program Food & Supplies	407,477	483,826	269,447	388,943	262,374	306,987	126,078	122,083	388,452	429,071	303,290	323,867	204,984	166,004	-	-	1,573,650	1,791,711
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	606,239	847,131	494,100	738,432	421,531	705,429	234,975	311,732	656,506	1,017,162	490,453	631,936	475,296	458,382	-	-	2,722,594	3,693,042
5000 - Operating Services																		

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
5311 Dues & Memberships	10,861	14,441	13,517	16,330	6,648	8,363	5,966	7,678	12,614	16,041	9,038	12,352	18,310	24,162	-	-	64,340	83,326
5451 General Insurance	-	-	-	-	-	-	27,500	33,337	27,500	33,337	-	-	3,998	2,119	-	-	31,498	35,456
5511 Utilities	142,002	215,463	114,960	130,896	115,800	122,516	54,276	76,133	170,076	198,649	167,816	168,377	108,303	160,088	-	-	703,158	873,473
5521 Security Services	58,431	87,041	560	30	500	500	500	500	1,000	1,000	657	657	93,761	93,863	-	-	154,409	182,591
5531 Housekeeping Services	137,478	161,099	117,667	166,197	112,970	109,591	-	31,000	112,970	140,591	150,810	155,895	98,076	99,765	-	-	617,001	723,547
5599 Other Facility Operations & Utilities	58,897	61,741	56,450	57,965	70,184	69,206	25,378	28,106	95,563	97,312	91,769	91,558	70,059	69,676	-	-	372,738	378,252
5611 School Rent - Private Facility	745,224	745,224	-	-	-	-	218,928	246,261	218,928	246,261	-	-	551,584	551,584	-	-	1,515,736	1,543,069
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	14,000	12,000	14,200	11,028	3,924	3,924	8,292	16,409	12,216	20,333	2,140	2,140	23,892	22,299	-	-	66,448	67,801
5621 Equipment Lease	44,009	53,484	26,459	24,849	36,371	40,247	19,641	24,021	56,012	64,269	27,705	27,705	59,683	49,391	-	-	213,869	219,698
5631 Vendor Repairs	90,000	115,000	78,400	88,000	49,975	67,975	25,000	96,208	74,975	164,183	60,200	57,678	75,000	91,800	-	-	378,575	516,661
5812 Field Trips & Pupil Transportation	23,400	45,166	27,200	23,600	21,330	21,300	17,400	22,800	38,730	44,100	-	746	69,300	90,833	-	-	158,630	204,445
5821 Legal	3,000	3,000	-	751	-	712	-	712	-	1,424	19,000	88,500	-	6,601	-	-	22,000	100,277
5823 Audit	-	2,033	-	2,338	-	1,550	-	906	-	2,456	-	1,969	-	1,704	-	-	-	10,500
5831 Advertisement & Recruitment	5,000	9,800	7,500	20,366	7,500	7,500	12,500	12,500	20,000	20,000	7,500	7,500	5,000	3,500	-	-	45,000	61,166
5841 Contracted Substitute Teachers	-	80,410	7,500	137,352	-	114,039	-	3,480	118,893	3,480	232,932	15,660	112,351	8,200	-	-	34,880	680,756
5842 Special Education Services	427,274	453,160	450,352	1,265,242	231,500	598,117	145,375	343,883	376,875	941,999	273,750	696,419	265,200	506,774	-	-	1,793,451	3,863,595
5843 Non Public School	-	-	-	12,725	-	46,744	-	-	-	46,744	166,547	163,867	-	-	-	-	166,547	223,336
5844 After School Services	203,483	203,483	203,483	203,483	203,483	203,483	-	-	203,483	203,483	-	-	203,483	203,483	-	-	813,931	813,931
5849 Other Student Instructional Services	344,852	354,782	239,423	299,403	178,664	178,664	106,250	106,250	284,913	284,913	330,081	330,648	287,143	291,143	-	-	1,486,413	1,560,890
5852 PD Consultants & Tuition	60,222	77,901	53,015	58,345	46,895	78,094	29,383	42,213	76,277	120,307	61,596	69,653	1,563	8,663	-	-	252,673	334,869
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	4,000	3,500	2,500	4,000	2,500	6,000	6,000	2,000	4,600	2,000	2,000	-	-	24,758	20,700
5859 All Other Consultants & Services	106,909	210,209	145,700	320,579	123,944	460,427	51,096	87,668	175,041	548,095	154,459	228,903	134,063	159,329	-	-	716,172	1,467,115
5861 Non Instructional Software	87,809	107,805	109,220	122,247	75,183	80,219	46,269	60,876	121,452	141,095	90,873	106,834	90,785	116,441	-	-	500,140	594,423
5865 Fundraising Cost	-	-	-	9,690	-	-	-	20,000	-	20,000	-	1,441	-	520	-	-	31,651	-
5871 District Oversight Fees	75,185	77,094	84,640	78,670	57,707	56,222	31,983	31,679	89,689	87,901	71,098	62,654	72,391	67,721	-	-	393,004	374,041
5872 Special Education Fees (SELPA)	119,824	136,481	137,817	142,796	91,351	99,210	53,387	58,882	144,738	158,092	116,067	113,881	100,446	104,522	-	-	618,892	655,771
5881 Intra-Agency Fees	1,156,944	1,222,469	1,205,885	1,164,851	843,428	843,719	468,383	467,545	1,311,811	1,311,264	1,065,422	935,683	1,030,274	983,524	-	-	5,770,336	5,617,791
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	3,056	-	12,205	-	7,912	-	968	-	8,880	-	859	-	3,884	-	-	-	28,883
5899 All Other Expenses	15,736	18,387	14,482	16,462	13,080	10,810	7,636	10,258	20,716	21,068	19,015	21,099	16,369	24,884	-	-	86,318	101,900
5911 Office Phone	16,632	13,020	9,492	13,188	9,060	12,768	8,820	14,328	17,880	27,096	9,552	13,572	17,040	14,376	-	-	70,596	81,252
5913 Mobile Phone	1,560	516	2,400	6,000	3,600	3,600	2,280	1,200	8,280	4,800	3,600	1,560	1,680	516	-	-	17,520	8,472
5921 Internet	12,751	15,600	18,470	13,800	11,880	12,876	12,000	13,200	23,880	26,076	12,000	12,000	21,684	15,717	-	-	88,785	83,193
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	1,649	6,750	6,750	3,500	3,500	500	1,243	4,000	4,743	2,000	2,000	5,000	5,000	-	-	18,550	20,142
5999 Other Communications	-	5,246	-	7,502	479	4,384	-	2,915	479	7,299	-	7,145	-	4,637	-	-	479	31,829
Total 5000 - Operating Services	3,980,384	4,524,861	3,175,993	4,446,471	2,326,752	3,273,777	1,387,020	1,987,368	3,713,771	5,261,145	3,142,497	3,707,729	3,250,366	3,718,770	-	-	17,263,011	21,658,975
6000 - Capital Outlay																		
6901 Depreciation Expense	169,016	173,445	660,626	638,760	123,799	113,257	90,179	62,123	213,978	175,381	163,433	147,058	179,870	188,701	-	-	1,386,922	1,323,345
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	169,016	173,445	660,626	638,760	123,799	113,257	90,179	62,123	213,978	175,381	163,433	147,058	179,870	188,701	-	-	1,386,922	1,323,345
7000 - Other Outgo																		
7438 Interest Expense	-	-	202,768	202,768	-	-	-	-	-	-	-	-	-	-	-	-	202,768	202,768
Total 7000 - Other Outgo	-	-	202,768	202,768	-	-	-	-	-	-	-	-	-	-	-	-	202,768	202,768
TOTAL EXPENSE	11,023,764	11,754,080	11,074,207	12,387,791	7,452,600	8,774,433	4,316,997	4,747,205	11,769,598	13,521,639	9,927,172	10,343,212	9,615,992	9,849,964	-	-	53,410,733	57,856,686
NET INCOME	100,584	154,783	66,341	38,929	106,855	12,266	38,407	6,844	145,262	19,109	26,361	6,325	51,081	3,073	-	-	389,629	222,220
Operating Income	269,601	328,229	726,967	677,689	230,653	125,523	128,586	68,967	359,240	194,490	189,793	153,383	230,950	191,774	-	-	1,776,551	1,545,565
EBITDA	269,601	328,229	929,735	880,457	230,653	125,523	128,586	68,967	359,240	194,490	189,793	153,383	230,950	191,774	-	-	1,979,319	1,748,333
Beginning Cash Balance	3,203,369	4,046,300	1,003,765	1,848,178	1,405,498	2,590,265	1,899,293	2,345,185	3,304,791	4,935,450	1,375,952	2,053,100	2,015,839	2,857,892	88,701	1,197,565	10,992,417	16,938,485
Cash Flow from Operating Activities																		
Net Income	100,584	154,783	66,341	38,929	106,855	12,266	38,407	6,844	145,262	19,109	26,361	6,325	51,081	3,073	-	-	389,629	222,220
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	1,433,076	1,016,751	2,235,700	1,669,823	1,732,206	995,713	937,358	646,964	2,669,564	1,642,677	1,845,004	1,355,253	864,653	1,084,733	-	-	9,047,997	6,769,237

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
Current Year Accounts Receivable	(2,057,165)	(1,926,305)	(1,469,622)	(2,308,213)	(1,048,451)	(1,232,136)	(710,192)	(563,499)	(1,758,643)	(1,795,635)	(1,283,280)	(735,053)	(1,343,448)	(1,244,088)	-	-	(7,912,158)	(8,009,294)
Change in Due from	-	(869)	-	0	-	(789)	-	-	-	(789)	-	-	-	(2,463)	-	(183)	-	(4,304)
Change in Accounts Payable	(7,786)	(11,153)	(7,043)	(13,111)	(9,350)	(15,804)	(742)	40,171	(10,092)	24,366	(10,473)	(14,895)	(4,888)	67,766	(6,249)	(2,969)	(46,531)	50,004
Change in Due to	(377,591)	132,170	(719,273)	85,544	(279,222)	174,076	(150,962)	127,356	(430,184)	301,432	(469,269)	(137,078)	(50,034)	(120,228)	-	(1,173,831)	(2,046,351)	(911,992)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	96,157	-	111,785	-	83,144	-	37,863	-	121,007	-	88,178	-	52,132	-	60,329	-	529,587
Change in Prepaid Expenditures	(60,839)	(5,123)	(16,285)	(1,154)	(40,051)	(2,432)	(40,529)	(8,656)	(80,580)	(11,088)	(13,524)	(563)	(62,260)	(3,277)	(3,576)	(11,715)	(237,064)	(32,919)
Change in Deposits	-	(1,000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)
Change in Deferred Revenue	-	2,092,251	-	1,513,874	-	1,454,950	-	1,010,471	-	2,465,421	-	756,920	-	629,313	-	-	-	7,457,779
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	169,016	174,236	660,626	638,760	123,799	113,257	90,179	62,123	213,978	175,381	163,433	147,058	179,870	188,701	-	-	1,386,922	1,324,136
Cash Flow from Investing Activities																		
Capital Expenditures	(138,000)	(411,529)	(286,500)	(175,086)	(327,500)	(253,189)	(129,000)	(80,522)	(456,500)	(333,710)	(262,500)	(23,148)	(50,000)	(183,808)	-	-	(1,193,500)	(1,127,281)
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(396,625)	(396,625)	-	-	-	-	-	-	-	-	-	-	-	-	(396,625)	(396,625)
Ending Cash Balance	2,264,664	5,356,668	1,071,084	3,012,704	1,663,784	3,919,320	1,933,812	3,624,300	3,597,596	7,543,620	1,371,704	3,496,097	1,600,812	3,329,747	78,876	69,195	9,984,735	22,808,032



Camino Nuevo Charter Academy Financial Analysis April 2023

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of \$222K in FY22-23 compared to \$390K in the board approved budget. Reasons for this negative \$167K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2023, the school's cash balance was \$30.44M. By June 30, 2023, the school's cash balance is projected to be \$22.81M, which represents a 40% reserve.

As of April 30, 2023, the Accounts Receivable balance was \$2.10M, down from \$2.10M in the previous month, due to the receipt of revenue earned in FY21-22.

As of April 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$1.64M, compared to \$2.06M in the prior month.

As of April 30, 2023, CNCA had a debt balance of \$9.84M compared to \$9.84M in the prior month. An additional \$K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY22-23 is projected to be \$58.08M, which is \$4.28M or 8.0% over budgeted revenue of \$53.80M.

LCFF Sources: There is a \$1.90M decrease in Local Control Funding Sources. This is due lower than budgeted enrollment and ADA percentage. This is partially offset by the final state budget reflecting a 13.26% COLA instead of the 6.86% budgeted.

Object Code 8181: There is a \$152K decrease in Special Education (IDEA) funds due to reduced rates and reduced ADA.

Object Code 8221: There is a \$443K increase in Federal nutrition funds based on projected participation rates. This is offset by increased nutrition costs (Object 4711).

Object Code 8291: There is a \$148K decrease in Title I funding based on current entitlement schedules.

Object Code 8299: There is a \$1.53M increase in Other Federal revenue due to additional ESSER funds being used. Except for Burlington, all locations are utilizing supplementary one-time funds to mitigate augmented expenses for Special Education, decreased ADA, and other costs.

Object Code 8520: There is a \$294K increase in State nutrition funds based on projected participation rates. This is offset by increased nutrition costs (Object 4711).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



Object Code 8550: There is a \$285K decrease in Mandate Block grant funds. This is due to Cisneros' budget being board approved with one-time discretionary grant funds that were not approved by the State as discretionary.

Object Code 8595: There is a \$802K increase in Expanded Learning Opportunity Program funds due to additional expenses being added to the budget for the program.

Object Code 8599: There is a \$2.57M increase in Other State revenue due to Hold Harmless funds received for CNCA#2, CNCA#3, and CNCA#4. In addition, sites are using Learning Recovery as well as Arts & Music grant funds to help with increased costs and reduced ADA.

Object Code 8660: There is a \$161K increase in Interest revenue.

Object Code 8692: There is a \$98K increase in Grants due to CTC grant covering for resident coach.

Object Code 8698: There is a \$298K increase in SELPA grants revenue due to allocations received across all charters.

Object Code 8792: There is a \$336K increase in State Special Education revenue based on increased rates.

Object Code 8999: There is a \$189K increase in Prior Year Revenues largely due to final FY21-22 Lottery rates and SMAA funds received.

Expenses

Total expenses for FY22-23 are projected to be \$57.86M, which is \$4.45M or 8.3% over budgeted expenditures of \$53.41M.

Object Code 1170: Teacher Substitute expense is \$127K over budget partially due to Dalzell Lance and Kayne Siart adding a full time substitute teacher to their staff.

Object Code 1175: Teacher Stipend expense is \$148K over budget due to payments for the summer school program as well as increased ELOP extra duty intervention.

Object Code 1215: Psychologist salary expense is \$169K under budget based on staffing changes and one position being transferred to Object 1299.

Object Code 2131: Classified Teacher salary expense is \$185K over budget largely due to the inclusion of afterschool intervention teachers being funded by ELOP funds.

Object Code 2300: Classified Administrator salary expense is \$151K over budget due to sites adding SPED Compliance coordinators.

Object Code 3401: Health & Welfare expense is \$235K under budget based on employee elections during open enrollment.

Object Code 4111: Core Curricula materials expense is \$380K over budget largely due to curricula materials purchased for the after school program. This is funded with ELOP funds.

Object Code 4390: Other supplies expense is \$167K over budget largely due to supplies being purchased for the after school program. This is funded with ELOP funds. In addition, site have had increased food purchases for PD.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



Object Code 4411: Non Capitalized Equipment expense is \$109K over budget largely due to supplies being purchased for the after school program. This is funded with ELOP funds.

Object Code 4711: Nutrition program expense is \$218K over budget due to increased projected participation. This is offset by increased revenue as noted above.

Object Code 5511: Utilities expense is \$170K over budget based on current trend.

Object Code 5531: Housekeeping Service expense is \$107K over budget partially due to substitute custodians needed at sites.

Object Code 5631: Vendor Repair expense is \$138K over budget due to increased repair needs at sites.

Object Code 5821: Legal expense is \$78K over budget largely due to a settlement payment at Cisneros.

Object Code 5841: Substitute teacher expense is \$646K over budget as a result of teacher vacancies or being absent.

Object Code 5842: Special Education service expense is \$2.07M over budget partially due to SPED substitute staff being obtained to cover vacancies or staff being absent. In addition, sites are experiencing additional costs for student assessments and other SPED-related services.

Object Code 5859: All other consultant expense is \$751K over budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent. In addition, this includes \$250K ELOP service fee to PNEDG.

Object Code 5861: Non Instructional Software expense is \$94K over budget based on increased services and additional programs purchased.

ADA

Budgeted P2 ADA is 2910.90 based on enrollment of 3130 and a 93.0% attendance rate.

Actual P2 ADA is 2680.25 based on enrollment of 2972 and a 90.0% attendance rate.

Actual ADA through Month 9 is 2683.18 with ending enrollment of 2974 and an 89.8% attendance rate.

In Month 9, ADA was 2705.61 with a 91.0% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.

Camino Nuevo Charter Academy
 2022-23 Cash Flow Forecast
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		Actuals as of 4/30/2023															FORECAST			Budget Variance		
		# of months remaining in FY																				
		12	11	10	9	8	7	6	5	4	3	2	1									
State Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1									
District Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1									
		2022-23	2022-23	ACTUAL												ACTUAL			FORECAST		Budget Variance	
		Budget	Trend	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)			
5211	Travel & Conferences	66,164	63,964	-	-	350	52	6,599	-	147	53	7,486	9,383	20,051	20,051	-	64,172	1,992	3%			
5311	Dues & Memberships	64,340	83,326	54,927	120	530	2,056	5,833	675	1,713	2,993	1,205	1,471	5,901	5,901	-	83,326	(18,985)	-30%			
5451	General Insurance	31,498	49,343	13,660	-	-	2,119	-	-	-	-	19,677	-	-	-	-	35,456	(3,958)	-13%			
5511	Utilities	703,158	873,473	24,476	26,683	30,617	71,463	51,859	55,414	21,401	31,153	40,321	131,797	129,430	129,430	129,430	873,473	(170,315)	-24%			
5521	Security Services	154,409	183,121	12,384	10,504	5,493	18,669	6,985	19,257	8,920	25,109	15,338	13,009	23,462	23,462	-	182,591	(28,182)	-18%			
5531	Housekeeping Services	617,001	723,547	55,908	101,195	74,758	49,180	71,943	51,926	62,926	9,648	105,625	11,096	68,833	60,510	-	723,547	(106,547)	-17%			
5599	Other Facility Operations & Utilities	372,738	378,252	17,224	12,321	37,174	19,108	23,592	12,959	22,132	17,620	16,510	47,445	76,084	76,084	-	378,252	(5,514)	-1%			
5611	School Rent - Private Facility	1,515,736	1,543,069	176,529	88,396	87,756	88,202	197,393	-	213,679	155,063	258,449	129,343	148,258	-	-	1,543,069	(27,333)	-2%			
5613	School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5619	Other Facility Rentals	66,448	67,801	-	6,437	2,285	32,835	(234)	4,029	2,070	(4,563)	2,087	324	11,265	11,265	-	67,801	(1,352)	-2%			
5621	Equipment Lease	213,869	219,698	25,293	11,038	25,293	10,071	16,845	22,085	10,071	(2,364)	377	33,966	31,266	31,266	-	219,698	(5,829)	-3%			
5631	Vendor Repairs	378,575	516,661	30,497	31,308	50,893	48,022	38,450	36,985	18,041	51,551	56,667	36,515	47,617	70,113	-	516,661	(138,086)	-36%			
5812	Field Trips & Pupil Transportation	158,630	204,445	317	10,315	3,069	13,585	6,252	12,504	15,701	17,684	44,918	11,331	26,285	42,485	-	204,445	(45,815)	-29%			
5821	Legal	22,000	91,500	434	1,989	4,392	6,562	2,424	-	383	10,888	69,628	408	1,057	1,057	1,057	100,277	(78,277)	-356%			
5823	Audit	-	1,969	-	-	-	-	-	-	-	-	10,500	-	-	-	-	10,500	(10,500)	100%			
5831	Advertisement & Recruitment	45,000	61,166	-	3,927	-	1,927	7,893	786	730	6,482	241	3,051	14,964	21,165	-	61,166	(16,166)	-36%			
5841	Contracted Substitute Teachers	34,880	680,756	897	49,372	92,461	101,648	96,530	46,444	23,379	32,920	57,771	74,549	45,081	29,852	29,852	680,756	(645,876)	-1852%			
5842	Special Education Services	1,793,451	3,863,595	23,671	39,864	311,442	241,035	311,912	348,581	331,985	366,189	344,317	588,447	289,920	333,117	333,117	3,863,595	(2,070,143)	-115%			
5843	Non Public School	166,547	223,336	-	-	934	1,126	2,674	4,210	-	1,092	2,717	50,010	110,564	50,010	-	223,336	(56,789)	-34%			
5844	After School Services	813,931	813,931	-	77,323	77,323	-	77,323	-	-	-	77,323	267,582	79,866	79,866	-	813,931	0	0%			
5849	Other Student Instructional Services	1,486,413	1,560,890	-	8,500	359,970	40,700	93,329	20,350	-	11,725	11,725	569,632	222,480	222,480	-	1,560,890	(74,478)	-5%			
5852	Professional Development	252,673	334,869	27,588	12,894	28,008	173,941	478	3,871	28,300	4,801	30,275	5,598	3,706	15,409	-	334,869	(82,196)	-33%			
5854	Nursing & Medical (Non-IEP)	24,758	20,700	-	-	3,000	-	-	8,552	-	-	2,480	3	3,333	3,333	-	20,700	4,058	16%			
5859	All Other Consultants & Services	716,172	1,467,115	21,119	24,957	129,350	150,535	81,526	78,597	44,619	35,049	117,613	222,225	183,523	319,002	59,000	1,467,115	(750,943)	-105%			
5861	Non Instructional Software	500,140	594,423	257,028	61,255	4,170	53,920	32,877	46,104	7,345	32,016	22,464	25,593	18,081	33,569	-	594,423	(94,283)	-19%			
5865	Fundraising Cost	-	20,000	-	-	-	-	-	7,161	-	-	4,490	-	10,000	10,000	-	31,651	(31,651)	100%			
5871	District Oversight Fees	393,004	374,041	19,393	38,789	25,858	25,860	25,858	25,859	25,858	45,253	66,283	25,830	24,600	24,600	-	374,041	18,963	5%			
5872	Special Education Fees (SELPA)	618,892	655,771	38,776	77,554	51,704	51,696	51,704	51,696	51,704	90,474	28,028	77,823	46,823	46,823	(9,033)	655,771	(36,879)	-6%			
5881	Intra-Agency Fees	5,770,336	5,617,791	-	-	-	-	1,442,584	-	-	-	-	1,286,827	1,444,190	1,444,190	-	5,617,791	152,545	3%			
5895	Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5898	Uncategorized Expense	-	-	-	1,751	-	919	4,277	(297)	99	7,706	4,794	9,635	-	-	-	28,883	(28,883)	100%			
5899	All Other Expenses	86,318	101,900	404	1,231	2,517	24,056	5,567	15,010	14,518	433	9,931	11,350	8,440	8,440	-	101,900	(15,582)	-18%			
5911	Office Phone	70,596	81,252	4,433	5,638	1,818	5,758	5,327	299	5,192	5,354	10,295	8,315	14,412	14,412	-	81,252	(10,656)	-15%			
5913	Mobile Phone	17,520	8,472	711	-	1,086	-	1,230	-	1,229	-	-	260	1,977	1,977	-	8,472	9,048	52%			
5921	Internet	88,785	83,193	6,545	-	-	(6,360)	13,503	-	-	-	-	14,937	27,284	27,284	-	83,193	5,592	6%			
5923	Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5931	Postage & Shipping	18,550	18,550	-	1,816	360	5,531	1,599	964	902	1,133	391	671	3,387	3,387	-	20,142	(1,592)	-9%			
5999	Other Communications	479	7,324	186	253	238	56,191	(31,126)	251	751	251	416	1,683	1,368	1,368	-	31,829	(31,351)	-6548%			
Total 5000 - Operating Services		17,263,011	21,589,244	812,400	705,431	1,396,874	1,290,406	2,653,006	951,594	934,261	960,202	1,435,852	3,670,111	3,143,507	3,161,909	543,423	21,658,975	(4,395,964)	-25%			
6000 - Capital Outlay																						
6901	Depreciation Expense	1,386,922	1,313,485	104,968	105,275	106,570	105,761	107,290	106,025	110,369	114,352	107,684	120,263	117,048	117,740	-	1,323,345	63,577	5%			
6903	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
6999	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total 6000 - Capital Outlay		1,386,922	1,313,485	104,968	105,275	106,570	105,761	107,290	106,025	110,369	114,352	107,684	120,263	117,048	117,740	-	1,323,345	63,577	5%			
7000 - Other Outgo																						
7438	Interest Expense	202,768	202,768	-	-	102,371	-	-	-	-	-	-	100,397	-	-	-	202,768	-	-			
Total 7000 - Other Outgo		202,768	202,768	-	-	102,371	-	-	-	-	-	-	100,397	-	-	-	202,768	-	-			
TOTAL EXPENSE		53,410,733	59,820,565	2,255,287	3,515,977	4,635,978	4,372,297	5,773,819	4,061,616	3,756,580	3,996,849	4,682,120	6,625,074	6,555,502	6,623,289	1,002,298	57,856,686	(4,445,953)	-8%			
NET INCOME		389,629	(2,462,862)	3,734,520	(222,109)	572,579	(512,889)	184,947	2,527,439	435,531	849,307	4,415,667	2,546,596	(3,258,823)	(5,453,416)	(5,597,128)	222,220	(167,409)	-43%			
Operating Income		1,776,551															1,545,565					
EBITDA		1,979,319															1,748,333					
Beginning Cash Balance		16,938,485		16,938,485	16,852,191	17,426,405	18,243,160	19,102,387	18,202,062	20,767,203	21,045,167	21,792,052	28,132,225	30,444,030	27,555,967	22,808,032	16,938,485					
Cash Flow from Operating Activities																						
Net Income			(2,462,862)	3,734,520	(222,109)	572,579	(512,889)	184,947	2,527,439	435,531	849,307	4,415,667	2,546,596									

Camino Nuevo Charter Academy
 2022-23 Cash Flow Forecast
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		Actuals as of 4/30/2023															
		# of months remaining in FY															
		12	11	10	9	8	7	6	5	4	3	2	1				
State Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1				
District Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1					
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FORECAST	Budget Variance			
		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)
2022-23	2022-23																
Budget	Trend																
Current Year Accounts Receivable	(8,009,294)	-	-	-	-	-	-	-	-	-	-	-	-	(8,009,294)	(8,009,294)	-	-
Change in Due from	-	(144,271)	14,773	(51,917)	(65,455)	(18,685)	(761)	(76,649)	(59,625)	(1,340)	303,612	-	96,016	-	(4,304)	-	-
Change in Accounts Payable	50,004	(85,046)	(605,860)	(505,994)	301,005	(58,268)	24,029	(37,857)	13,061	86,953	(386,498)	(107,949)	401,097	1,011,331	50,004	-	-
Change in Due to	(911,992)	(27,752)	13,039	(58,751)	(49,953)	(1,352,914)	(46,905)	(49,953)	(51,958)	293,845	(84,343)	(684,079)	-	1,187,734	(911,992)	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	529,587	(315,478)	456,581	(42,278)	407,032	25,273	6,707	(34,480)	(7,273)	71,204	(37,700)	-	-	-	529,587	-	-
Change in Prepaid Expenditures	(32,919)	247,658	(13)	-	(1,798)	(1,980)	(2,970)	(878)	(10,818)	(28,810)	(90)	-	(233,221)	-	(32,919)	-	-
Change in Deposits	(1,000)	-	-	-	-	(1,000)	-	-	-	-	-	-	-	-	(1,000)	-	-
Change in Deferred Revenue	7,457,779	(3,949,578)	-	-	-	-	-	-	-	-	-	-	-	11,407,357	7,457,779	-	-
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,324,136	105,758	105,275	106,570	105,761	107,290	106,025	110,369	114,352	107,684	120,263	117,048	117,740	-	1,324,136	-	-
Cash Flow from Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	(1,127,281)	(61,231)	(126,640)	(100,602)	(49,966)	(58,288)	(48,421)	(68,118)	(100,662)	(77,299)	(150,034)	(209,521)	(76,500)	-	(1,127,281)	-	-
Cash Flow from Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	(197,326)	-	-	-	-	-	(199,299)	-	-	-	-	(396,625)	-	-
Ending Cash Balance	19,456,161	16,852,191	17,426,405	18,243,160	19,102,387	18,202,062	20,767,203	21,045,167	21,792,052	28,132,225	30,444,030	27,555,967	22,808,032	22,808,032	22,808,032		

Coversheet

Approval of SY 23-24 budget (Preliminary Budget for LAUSD)

Section: VIII. Financials
Item: C. Approval of SY 23-24 budget (Preliminary Budget for LAUSD)
Purpose: Vote
Submitted by:
Related Material: CNCA 23-24 Budget Presentation 2.pdf

Camino Nuevo Charter Academy 2023-24 Budget

June 2023

California Budget – January Proposal

- Budget shortfall of \$22.5 billion - The Governor proposes to close the gap through funding delays, reductions, funding shifts, revenue generation, and borrowing.
- 8.13% cost of living adjustment (COLA)
- Prop 28 Arts and Music Education Funding - \$941 million
- Arts, Music, and Instructional Materials Discretionary Block Grant Reduction - given the obligation to fund Proposition 28 and the need for one-time funds to cover the costs of the LCFF in 2022-23 and 2023-24, the Governor proposes to **reduce the Arts, Music, and Instructional Materials Discretionary Block Grant by \$1.2 billion. This equates to a 31% reduction.**

California Budget – May Revise

- Budget shortfall of \$31.5 billion; an increase of \$9 billion since January. The May Revision utilizes \$2.7 billion in one-time resources to support the ongoing cost of the LCFF, a significant increase since January.
- 8.22% cost of living adjustment (COLA); an increase of 0.09%
- Prop 28 Arts and Music Education Funding – minor decrease to \$933 million of funding
- **Arts, Music, and Instructional Materials Discretionary Block Grant Reduction - increased to 51%**
- **Learning Recovery Emergency Block Grant – a proposed cut of approximately 32%**
- Nutrition - additional \$110 million one-time and approximately \$191 million ongoing to fully fund the Universal School Meals Program in the 2022-23 and 2023-24 fiscal years.
- Public Employee Retirement System (PERS) – Increasing from 25.37% to 26.68%. Projected to reach 30% by 27-28
- Tax deadline extension results in an unclear picture of state revenues

Effect of the Cuts to the State One Time Funds

2022-23 One-Time Grants	Original CDE Entitlement	January Proposal	May Revise	Overall Decrease
Arts, Music & Instructional Materials Block Grant				
CNCA#1	336,249	218,562	164,762	171,487
CNCA#2	391,999	254,799	192,080	199,919
CNCA#3	394,370	256,341	193,241	201,129
CNCA#4	348,178	226,316	170,607	177,571
CNHS#2	288,551	187,558	141,390	147,161
	1,759,347	1,143,576	862,080	897,267
Learning Recovery Block Grant				
CNCA#1	1,187,091	1,187,091	807,222	379,869
CNCA#2	1,306,081	1,306,081	888,135	417,946
CNCA#3	1,376,813	1,376,813	936,233	440,580
CNCA#4	1,153,187	1,153,187	784,167	369,020
CNHS#2	991,715	991,715	674,366	317,349
	6,014,887	6,014,887	4,090,123	1,924,764

Some sites were depending on these funds to be spent during FY22-23 and FY23-24

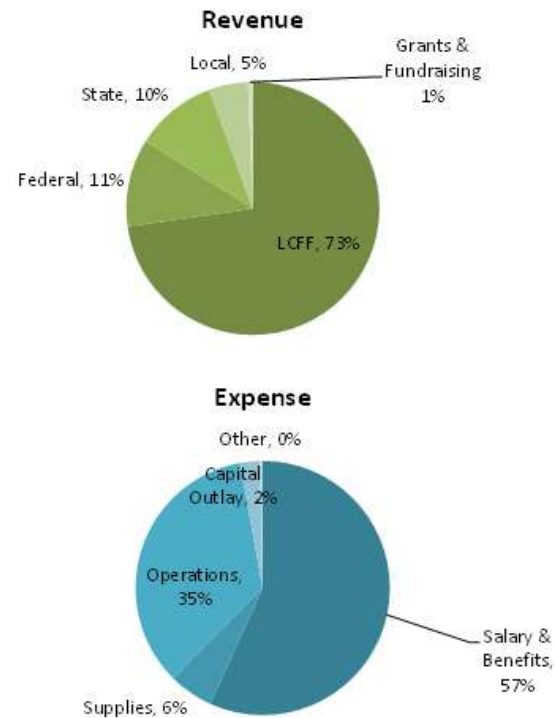
CNCA 2023-24 Budget Assumptions

- Enrollment: 3061
- Attendance Rate: 93% CNCA#1, 92% all others, 2822.14 ADA
- Prop 28 Arts and Music Funds: \$217,440 budgeted for CNCA#2 and CNCA#4 only
- Salary scale increase of 3%
- State Unemployment Insurance rate decreased from 2022-23
- Reduction in contracted substitutes. Some sites included in-house full-time sub.
- All charters including 1-4 resident teachers
- Increased SpED costs based on FY22-23 trends

CNCA 2023-24 Budget

	2022-23	2023-24 Forecast
Total Enrollment	2,997	3,061
ADA	2,680.25	2,822.14
% Unduplicated Low Income, EL, Foster Youth	94.65%	95.00%
INCOME		
8011-8098 - Local Control Funding Formula Sources	37,404,100	42,748,715
8100-8299 - Federal Revenue	9,731,518	6,593,314
8300-8599 - Other State Revenue	7,279,978	6,162,785
8600-8799 - Other Local Revenue	3,193,299	2,926,991
Grants/Fundraising	280,665	364,962
8999 - Other Prior Year Adjustment	189,348	-
TOTAL INCOME	58,078,907	58,796,768
EXPENSE		
1000 - Certificated Salaries	16,139,991	17,162,794
2000 - Classified Salaries	7,107,472	7,529,395
3000 - Employee Benefits	7,731,093	8,583,027
4000 - Supplies	3,693,042	3,340,604
5000 - Operating Services	21,658,975	20,309,525
6000 - Capital Outlay	1,323,345	1,483,152
7000 - Other Outgo	202,768	194,796
TOTAL EXPENSE	57,856,686	58,603,292
NET INCOME	222,220	193,476
Ending Cash Balance	22,808,032	10,854,927

2023-24 Revenue and Expense By Category



CAMINO NUEVO CHARTER ACADEMY

2023-24 Budget by Site

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	BUR	CNCA#2	CNCA#3	Cisneros	Dalzell Lance	Central Admin	Total
Enrollment	602	704	737	510	508	-	3,061.00
ADA	559.86	647.68	678.04	469.20	467.36	-	2,822.14
ADA %	93.00%	92.00%	92.00%	92.00%	92.00%	0.00%	92.20%
UPP	97.92%	92.75%	95.50%	92.55%	95.88%	0.00%	95.00%
Income							
8011-8098 - Local Control Funding Formula Sources							
8011 Local Control Funding Formula	5,198,202	5,836,098	6,144,459	4,205,355	6,381,046	-	27,765,161
8012 Education Protection Account	1,311,852	1,522,298	1,581,864	1,100,811	93,472	-	5,610,296
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	1,859,480	2,151,159	2,251,995	1,558,368	1,552,257	-	9,373,258
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	8,369,533	9,509,555	9,978,317	6,864,534	8,026,775	-	42,748,715
8100-8299 - Federal Revenue							
8181 Special Education - Federal (IDEA)	136,953	158,435	165,862	114,776	114,326	-	690,352
8221 Child Nutrition - Federal	519,462	347,873	410,513	239,115	161,869	-	1,678,831
8223 CACFP Supper	-	-	-	-	-	-	-
8291 Title I	279,984	275,389	257,138	235,144	197,763	-	1,245,418
8292 Title II	26,575	32,083	26,979	29,459	23,629	-	138,725
8294 Title III	47,819	37,066	43,701	21,965	8,809	-	159,359
8295 Title IV, SSAE	23,660	21,390	21,059	18,042	15,174	-	99,325
8296 Title IV, PCSGP	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-
8299 All Other Federal Revenue	699,090	251,847	1,300,981	46,899	282,486	-	2,581,303
Total 8100-8299 - Other Federal Income	1,733,543	1,124,082	2,226,233	705,400	804,056	-	6,593,314
8300-8599 - Other State Revenue							
8520 Child Nutrition - State	108,561	83,534	85,000	73,713	36,071	-	386,879
8550 Mandate Block Grant	11,071	11,584	12,824	9,238	23,569	-	68,286
8561 State Lottery - Non Prop 20	95,176	110,106	115,267	79,764	79,451	-	479,764
8562 State Lottery - Prop 20	37,511	43,395	45,429	31,436	31,313	-	189,083
8560 Lottery Revenue	132,687	153,500	160,695	111,200	110,764	-	668,847
8587 State Grant Pass-Through	-	-	-	-	-	-	-
8591 SB740	397,833	-	188,276	-	347,203	-	933,312
8592 State Mental Health	-	-	-	-	-	-	-
8593 After School Education & Safety	203,483	203,483	203,483	203,483	-	-	813,931
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	247,789	216,120	244,612	121,534	-	-	830,055
8596 Prop 28 Arts & Music	-	120,548	-	96,892	-	-	217,440
8599 State Revenue - Other	270,210	523,835	448,902	513,147	487,941	-	2,244,034
Total 8300-8599 - Other State Income	1,371,633	1,312,603	1,343,793	1,129,207	1,005,548	-	6,162,785
8600-8799 - Other Local Revenue							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-
8660 Interest & Dividend Income	10,000	40,164	23,189	15,000	10,000	-	98,353
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-
8692 Grants	73,888	89,870	87,431	32,220	81,553	-	364,962
8694 In Kind Donations	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-
8697 E-Rate	12,480	11,040	20,861	9,600	12,573	-	66,554
8698 SELPA Grants	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	547,946	633,897	663,611	459,215	457,415	-	2,762,085
Total 8600-8799 - Other Income-Local	644,314	774,971	795,092	516,035	561,541	-	3,291,953
Prior Year Adjustments							
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-
TOTAL INCOME	12,119,023	12,721,212	14,343,436	9,215,176	10,397,920	-	58,796,768
Expense							
1000 - Certificated Salaries							
1110 Teachers' Salaries	2,164,265	2,572,158	2,722,009	2,006,818	2,092,593	-	11,557,844
1120 Teachers' Hourly	-	-	53,200	-	-	-	53,200
1170 Teachers' Salaries - Substitute	73,960	114,810	88,580	115,025	62,879	-	455,254
1175 Teachers' Salaries - Stipend/Extra Duty	134,550	110,950	112,800	58,752	204,210	-	621,262
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	78,146	90,896	95,209	66,188	65,950	-	396,389
1299 Certificated Pupil Support - Other	209,537	144,650	151,544	105,372	104,993	-	716,097
1300 Certificated Supervisors' & Administrators' Salaries	567,845	607,108	916,371	475,924	795,500	-	3,362,748
1900 Other Certificated Salaries	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	3,228,304	3,640,572	4,139,714	2,828,080	3,326,125	-	17,162,794

CAMINO NUEVO CHARTER ACADEMY

2023-24 Budget by Site

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	BUR	CNCA#2	CNCA#3	Cisneros	Dalzell Lance	Central Admin	Total
2000 - Classified Salaries							
2111 Instructional Aide & Other Salaries	721,593	504,830	757,178	478,498	460,387	-	2,922,486
2121 After School Staff Salaries	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	274,100	93,600	127,250	37,800	-	-	532,750
2200 Classified Support Salaries	210,366	155,436	197,628	114,880	103,462	-	781,772
2300 Classified Supervisors' & Administrators' Salaries	-	84,348	82,400	-	56,898	-	223,646
2400 Classified Office Staff Salaries	284,358	226,794	410,470	217,746	261,992	-	1,401,360
2900 Other Classified Salaries	325,982	320,105	455,352	315,495	250,447	-	1,667,381
Total 2000 - Classified Salaries	1,816,399	1,385,112	2,030,278	1,164,419	1,133,187	-	7,529,395
3000 - Employee Benefits							
3111 STRS - State Teachers Retirement System	616,606	695,349	790,685	540,163	635,290	-	3,278,094
3212 PERS - Public Employee Retirement System	484,615	369,548	541,678	310,667	302,334	-	2,008,842
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-
3311 OASDI - Social Security	112,617	85,877	125,877	72,194	70,258	-	466,822
3331 MED - Medicare	73,148	72,872	89,465	57,891	64,660	-	358,037
3401 H&W - Health & Welfare	418,605	485,756	560,100	322,231	363,628	-	2,150,321
3501 SUI - State Unemployment Insurance	2,522	2,513	3,085	1,996	2,230	-	12,346
3601 Workers' Compensation Insurance	61,001	61,839	75,151	54,866	55,707	-	308,564
3751 OPEB, Active Employees	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-
3902 Other Benefits	-	-	-	-	-	-	-
Total 3000 - Employee Benefits	1,769,115	1,773,755	2,186,042	1,360,009	1,494,106	-	8,583,027
4000 - Supplies							
4111 Core Curricula Materials	96,109	103,633	133,224	97,785	28,393	-	459,143
4211 Books & Other Reference Materials	3,000	5,000	6,700	3,000	15,000	-	32,700
4311 Student Materials	56,736	49,319	89,779	50,715	85,765	-	332,313
4351 Office Supplies	12,000	21,000	19,200	15,600	12,000	-	79,800
4371 Custodial Supplies	36,000	24,000	37,200	18,000	25,400	-	140,600
4391 Food (Non Nutrition Program)	28,200	19,400	51,560	15,500	22,930	-	137,590
4392 Uniforms	5,000	2,500	16,001	2,000	7,500	-	33,001
4393 PE & Sports Equipment	7,000	-	3,500	3,000	7,500	-	21,000
4395 Before & After School Program Supplies	-	-	-	-	-	-	-
4399 All Other Supplies	12,262	17,112	20,375	15,030	27,174	-	91,953
4390 Other Supplies	52,462	39,012	91,436	35,530	65,104	-	283,544
4411 Non Capitalized Equipment	80,000	23,600	96,900	60,750	38,000	-	299,250
4711 Nutrition Program Food & Supplies	552,127	346,637	411,381	250,903	152,205	-	1,713,253
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-
Total 4000 - Supplies	888,434	612,201	885,821	532,282	421,866	-	3,340,604
5000 - Operating Services							
5211 Travel & Conferences	14,803	9,763	12,003	8,044	21,488	-	66,101
5311 Dues & Memberships	14,833	18,190	17,763	9,398	33,287	-	93,470
5451 General Insurance	-	-	47,224	-	2,119	-	49,343
5511 Utilities	215,463	130,896	198,109	168,377	170,667	-	883,512
5521 Security Services	99,832	590	1,000	657	103,284	-	205,363
5531 Housekeeping Services	130,660	148,700	156,227	216,000	115,419	-	767,006
5599 Other Facility Operations & Utilities	61,741	72,965	97,312	92,638	68,626	-	393,282
5611 School Rent - Private Facility	530,444	-	251,035	-	476,081	-	1,257,559
5613 School Rent - Prop 39	-	-	-	-	-	-	-
5619 Other Facility Rentals	12,000	11,028	13,733	2,140	22,299	-	61,201
5621 Equipment Lease	53,484	24,849	60,899	27,705	49,391	-	216,328
5631 Vendor Repairs	146,500	103,000	185,700	69,366	115,750	-	620,316
5812 Field Trips & Pupil Transportation	49,435	3,600	39,705	-	85,700	-	178,440
5821 Legal	3,000	-	-	19,000	-	-	22,000
5823 Audit	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	5,269	7,500	21,108	8,000	3,500	-	45,377
5841 Contracted Substitute Teachers	12,600	9,570	11,600	10,440	12,240	-	56,450
5842 Special Education Services	471,243	1,429,593	915,805	416,550	671,880	-	3,905,071
5843 Non Public School	-	130,000	167,350	221,573	-	-	518,923
5844 After School Services	203,483	203,483	203,483	203,483	-	-	813,932
5849 Other Student Instructional Services	265,836	177,192	203,098	175,450	147,100	-	968,675
5852 PD Consultants & Tuition	66,477	38,130	97,435	40,692	25,420	-	268,154
5854 Nursing & Medical (Non-IEP)	4,100	4,000	6,000	4,600	2,000	-	20,700
5859 All Other Consultants & Services	130,938	128,907	156,779	129,049	150,709	-	696,382
5861 Non Instructional Software	111,443	127,101	148,036	111,722	109,752	-	608,053
5865 Fundraising Cost	-	-	-	-	-	-	-
5871 District Oversight Fees	83,695	95,096	99,783	68,645	80,268	-	427,487
5872 Special Education Fees (SELPA)	136,980	158,467	165,895	114,798	114,348	-	690,487
5881 Intra-Agency Fees	1,280,234	1,357,122	1,446,192	991,813	1,129,085	-	6,204,446
5895 Bad Debt Expense	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	-	-	-
5899 All Other Expenses	16,737	15,614	16,360	18,899	16,868	-	84,478
5911 Office Phone	13,020	13,188	27,096	13,572	14,376	-	81,252
5913 Mobile Phone	516	1,080	4,800	1,560	516	-	8,472

CAMINO NUEVO CHARTER ACADEMY

2023-24 Budget by Site

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	BUR	CNCA#2	CNCA#3	Cisneros	Dalzell Lance	Central Admin	Total
5921 Internet	15,600	13,800	26,076	12,000	15,717	-	83,193
5923 Website Hosting	-	-	-	-	-	-	-
5931 Postage & Shipping	800	1,250	5,024	2,000	5,000	-	14,074
5999 Other Communications	-	-	-	-	-	-	-
Total 5000 - Operating Services	4,151,166	4,434,672	4,802,627	3,158,170	3,762,890	-	20,309,525
6000 - Capital Outlay							
6901 Depreciation Expense	210,034	663,646	230,899	161,503	217,070	-	1,483,152
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	210,034	663,646	230,899	161,503	217,070	-	1,483,152
7000 - Other Outgo							
7438 Interest Expense	-	194,796	-	-	-	-	194,796
Total 7000 - Other Outgo	-	194,796	-	-	-	-	194,796
TOTAL EXPENSE	12,063,452	12,704,754	14,275,381	9,204,463	10,355,244	-	58,603,292
NET INCOME	55,572	16,458	68,056	10,714	42,677	-	193,476
Beginning Cash Balance	5,356,668	3,012,704	7,543,620	3,496,097	3,329,747	69,195	22,808,032
Cash Flow from Operating Activities							
Net Income	55,572	16,458	68,056	10,714	42,677	-	193,476
Change in Accounts Receivable	-	-	-	-	-	-	-
Prior Year Accounts Receivable	1,926,305	2,305,943	1,795,635	735,053	1,244,088	-	8,007,024
Current Year Accounts Receivable	(1,687,294)	(1,712,772)	(1,914,661)	(1,200,049)	(1,136,114)	-	(7,650,891)
Change in Due from	-	-	-	-	-	-	-
Change in Accounts Payable	(10,595)	(12,456)	(19,226)	(14,151)	(11,374)	(2,820)	(70,621)
Change in Due to	(224,618)	(244,741)	(364,554)	(63,485)	(226,954)	-	(1,124,352)
Change in Accrued Vacation	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(64,633)	(19,969)	(41,676)	(591)	(3,441)	(4,598)	(134,908)
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	(3,220,714)	(2,179,342)	(3,445,778)	(1,161,561)	(1,397,691)	-	(11,405,087)
Change in Other Long Term Assets	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-
Depreciation Expense	210,034	663,646	230,899	161,503	217,070	-	1,483,152
Cash Flow from Investing Activities							
Capital Expenditures	(167,300)	(108,000)	(182,000)	(60,000)	(329,000)	-	(846,300)
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	(404,597)	-	-	-	-	(404,597)
Ending Cash Balance	2,173,424	1,316,874	3,670,315	1,903,529	1,729,008	61,776	10,854,927
Month with Lowest Ending Cash Balance							
5% Reserve Goal	603,173	635,238	713,769	460,223	517,762	-	2,930,165
Operating Income	265,606	680,104	298,954	172,217	259,746	-	1,676,627
EBITDA	265,606	874,900	298,954	172,217	259,746	-	1,871,423
Net Income as a Percent of Expenses	0.5%	0.1%	0.5%	0.1%	0.4%	-	0.3%
Ending Cash as a Percent of Expenses	18.0%	10.4%	25.7%	20.7%	16.7%	-	18.5%

CAMINO NUEVO CHARTER ACADEMY
 2023-24 Cash Flow Forecast
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		Actuals as of 6/30/2021												FORECAST	
2023-24		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24
Trend															
# of School Days in Month		0	18	21	16	16	12	16	18	22	13	22	11		185
Enrollment		3,061													3,061
Unduplicated Pupil Percentage		95.72%													95.72%
ADA		2,822.14													2,822.14
ADA Rate		92.20%													92.20%
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula		27,765,161	1,280,766	1,280,766	2,305,378	2,305,378	2,305,378	2,305,378	2,593,457	2,593,457	2,593,457	2,593,457	-	3,302,910	27,765,161
8012 Education Protection Account		5,610,296	-	-	1,449,405	-	-	1,449,405	-	-	1,649,024	-	-	1,062,462	5,610,296
8019 Local Control Funding Formula - Prior Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes		9,373,258	534,120	1,068,239	712,160	712,160	712,160	712,160	1,403,367	701,684	701,684	701,684	701,684	-	9,373,258
8098 In Lieu of Property Taxes, Prior Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 · Local Control Funding Formula Sources		42,748,715	1,814,885	2,349,005	3,017,538	3,017,538	3,017,538	4,466,943	3,996,824	3,295,140	4,944,164	3,295,140	701,684	4,365,372	42,748,715
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)		690,352	39,339	78,677	52,451	52,451	52,451	52,451	103,360	51,680	51,680	51,680	51,680	-	690,352
8221 Child Nutrition - Federal		1,678,831	-	-	-	163,346	190,570	145,196	145,196	108,897	145,196	163,346	199,645	417,439	1,678,831
8223 CACFP Supper		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I		1,245,418	-	-	-	-	-	311,355	-	-	311,355	-	-	622,709	1,245,418
8292 Title II		138,725	-	-	-	-	-	34,681	-	-	34,681	-	-	69,363	138,725
8294 Title III		159,359	-	-	-	-	-	39,840	-	-	39,840	-	-	79,680	159,359
8295 Title IV, SSAE		99,325	-	-	-	-	-	24,831	-	-	24,831	-	-	49,663	99,325
8296 Title IV, PCSGP		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue		2,581,303	-	-	-	-	-	-	-	-	1,935,977	-	-	645,326	2,581,303
Total 8100-8299 · Other Federal Income		6,593,314	39,339	78,677	52,451	52,451	215,797	243,021	608,354	248,556	160,577	2,543,560	215,026	1,884,179	6,593,314
8300-8599 · Other State Revenue															
8520 Child Nutrition - State		386,879	-	-	-	37,642	43,916	33,460	33,460	25,095	33,460	37,642	46,007	96,197	386,879
8550 Mandate Block Grant		68,286	-	-	-	-	68,286	-	-	-	-	-	-	-	68,286
8561 State Lottery - Non Prop 20		479,764	-	-	-	-	-	119,941	-	-	119,941	-	-	239,882	479,764
8562 State Lottery - Prop 20		189,083	-	-	-	-	-	-	-	-	-	-	-	189,083	
8560 Lottery Revenue		668,847	-	-	-	-	-	119,941	-	-	119,941	-	-	428,965	668,847
8587 State Grant Pass-Through		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740		933,312	-	-	-	-	-	466,656	-	-	233,328	-	-	233,328	933,312
8592 State Mental Health		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety		813,931	-	-	-	529,055	-	-	-	-	203,483	-	-	81,393	813,931
8594 Supplemental Categorical Block Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program		830,055	41,503	41,503	74,705	74,705	74,705	74,705	74,705	74,705	74,705	74,705	-	74,705	830,055
8596 Prop 28 Arts & Music		217,440	-	-	-	-	-	-	-	-	-	-	-	217,440	217,440
8599 State Revenue - Other		2,244,034	-	-	-	1,458,622	-	-	-	-	561,008	-	-	224,403	2,244,034
Total 8300-8599 · Other State Income		6,162,785	41,503	41,503	74,705	74,705	2,100,024	186,907	694,762	108,165	99,800	1,225,925	112,347	46,007	1,356,432
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income		98,353	8,196	8,196	8,196	8,196	8,196	8,196	8,196	8,196	8,196	8,196	8,196	98,353	
8662 Net Increase (Decrease) in Fair Value of Investments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants		364,962	149,367	-	5,876	-	-	31,454	76,276	4,882	-	7,410	59,378	30,319	364,962
8694 In Kind Donations		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events		-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-

CAMINO NUEVO CHARTER ACADEMY
 2023-24 Cash Flow Forecast
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		Actuals as of 6/30/2021												FORECAST	
2023-24		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24
Trend															
8697 E-Rate	66,554	5,546	5,546	5,546	5,546	5,546	5,546	5,546	5,546	5,546	5,546	5,546	5,546	-	66,554
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	2,762,085	157,393	314,786	209,857	209,857	209,857	209,857	209,857	413,540	206,770	206,770	206,770	206,770	-	2,762,085
Total 8600-8799 - Other Income-Local	3,291,953	320,502	328,528	223,599	229,475	223,599	223,599	255,053	503,559	225,394	220,512	227,922	279,891	30,319	3,291,953
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	58,796,768	2,216,229	2,797,713	3,368,294	4,823,575	5,556,959	3,671,066	6,025,113	4,857,103	3,780,912	8,934,162	3,850,435	1,278,906	7,636,301	58,796,768
Expense															
1000 - Certificated Salaries															
1110 Teachers' Salaries	11,557,844	-	1,050,384	1,055,822	1,052,196	1,046,758	1,039,507	1,052,196	1,050,384	1,059,447	1,044,945	1,057,635	1,048,571	-	11,557,844
1120 Teachers' Hourly	53,200	-	4,788	5,586	5,054	4,256	3,192	5,054	4,788	6,118	3,990	5,852	4,522	-	53,200
1170 Teachers' Salaries - Substitute	455,254	-	40,973	47,802	43,249	36,420	27,315	43,249	40,973	52,354	34,144	50,078	38,697	-	455,254
1175 Teachers' Salaries - Stipend/Extra Duty	621,262	49,125	41,913	6,861	6,483	5,917	224,512	6,483	6,294	7,238	5,728	7,050	253,658	-	621,262
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	396,389	33,032	33,032	33,032	33,032	33,032	33,032	33,032	33,032	33,032	33,032	33,032	33,032	-	396,389
1299 Certificated Pupil Support - Other	716,097	50,422	60,941	59,901	60,421	60,421	59,901	60,941	59,901	59,901	60,421	60,941	59,382	2,600	716,097
1300 Certificated Supervisors' & Administrators' Salaries	3,362,748	274,237	280,774	280,774	280,774	280,774	280,774	280,774	280,774	280,774	280,774	280,774	280,774	-	3,362,748
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	17,162,794	406,816	1,512,805	1,489,778	1,481,210	1,467,579	1,668,233	1,481,730	1,476,146	1,498,866	1,463,035	1,495,362	1,718,635	2,600	17,162,794
2000 - Classified Salaries															
2111 Instructional Aide & Other Salaries	2,922,486	2,500	260,443	301,357	273,248	231,085	193,992	273,248	259,193	329,466	217,030	315,411	265,514	-	2,922,486
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	532,750	-	47,948	55,939	50,611	42,620	31,965	50,611	47,948	61,266	39,956	58,603	45,284	-	532,750
2200 Classified Support Salaries	781,772	44,202	68,974	65,167	66,896	65,849	62,026	69,323	64,120	65,864	65,500	70,370	61,344	12,136	781,772
2300 Classified Supervisors' & Administrators' Salaries	223,646	17,397	18,929	18,491	18,710	18,710	18,491	18,929	18,491	18,491	18,710	18,929	18,272	1,094	223,646
2400 Classified Office Staff Salaries	1,401,360	91,909	121,544	116,222	118,727	117,792	113,418	121,855	115,288	116,846	117,481	122,790	111,848	15,640	1,401,360
2900 Other Classified Salaries	1,667,381	40,841	148,883	157,161	150,917	138,284	119,264	153,094	144,529	165,582	134,074	165,726	138,140	10,886	1,667,381
Total 2000 - Classified Salaries	7,529,395	196,849	666,721	714,337	679,109	614,340	539,156	687,060	649,568	757,515	592,751	751,829	640,402	39,757	7,529,395
3000 - Employee Benefits															
3111 STRS - State Teachers Retirement System	3,278,094	77,702	288,946	284,548	282,911	280,308	318,633	283,010	281,944	286,283	279,440	285,614	328,259	497	3,278,094
3212 PERS - Public Employee Retirement System	2,008,842	52,519	177,881	190,585	181,186	163,906	143,847	183,308	173,305	202,105	158,146	200,588	170,859	10,607	2,008,842
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	466,822	12,205	41,337	44,289	42,105	38,089	33,428	42,598	40,273	46,966	36,751	46,613	39,705	2,465	466,822
3331 MED - Medicare	358,037	8,753	31,603	31,960	31,325	30,188	32,007	31,447	30,823	32,718	29,809	32,584	34,206	614	358,037
3401 H&W - Health & Welfare	2,150,321	179,193	179,193	179,193	179,193	179,193	179,193	179,193	179,193	179,193	179,193	179,193	179,193	-	2,150,321
3501 SUI - State Unemployment Insurance	12,346	302	1,090	1,102	1,080	1,041	1,104	1,084	1,063	1,128	1,028	1,124	1,180	21	12,346
3601 Workers' Compensation Insurance	308,564	77,141	25,714	25,714	25,714	25,714	25,714	25,714	25,714	25,714	25,714	-	-	-	308,564
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 - Employee Benefits	8,583,027	407,815	745,764	757,390	743,514	718,439	733,925	746,355	732,315	774,107	710,080	745,717	753,403	14,204	8,583,027
4000 - Supplies															
4111 Core Curricula Materials	459,143	153,048	153,048	153,048	-	-	-	-	-	-	-	-	-	-	459,143
4211 Books & Other Reference Materials	32,700	10,900	10,900	10,900	-	-	-	-	-	-	-	-	-	-	32,700
4311 Student Materials	332,313	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	27,693	-	332,313
4351 Office Supplies	79,800	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	-	79,800
4371 Custodial Supplies	140,600	11,717	11,717	11,717	11,717	11,717	11,717	11,717	11,717	11,717	11,717	11,717	11,717	-	140,600
4391 Food (Non Nutrition Program)	137,590	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	-	137,590
4392 Uniforms	33,001	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	33,001
4393 PE & Sports Equipment	21,000	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-	21,000
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CAMINO NUEVO CHARTER ACADEMY
 2023-24 Cash Flow Forecast
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	2023-24 Trend	Actuals as of 6/30/2021												FORECAST Jul-23 - Jun-24		
		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24		Accrual	
4399 All Other Supplies	91,953	30,651	30,651	30,651	-	-	-	-	-	-	-	-	-	-	-	91,953
4390 Other Supplies	283,544	46,617	46,617	46,617	15,966	15,966	15,966	15,966	15,966	15,966	15,966	15,966	15,966	-	-	283,544
4411 Non Capitalized Equipment	299,250	99,750	99,750	99,750	-	-	-	-	-	-	-	-	-	-	-	299,250
4711 Nutrition Program Food & Supplies	1,713,253	-	-	166,695	194,477	148,173	148,173	111,130	148,173	166,695	203,738	120,391	203,738	101,869	-	1,713,253
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	3,340,604	356,374	356,374	523,069	256,503	210,199	210,199	173,155	210,199	228,720	265,764	182,416	265,764	101,869	-	3,340,604
5000 - Operating Services																
5211 Travel & Conferences	66,101	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	-	-	66,101
5311 Dues & Memberships	93,470	7,789	7,789	7,789	7,789	7,789	7,789	7,789	7,789	7,789	7,789	7,789	7,789	-	-	93,470
5451 General Insurance	49,343	12,336	4,112	4,112	4,112	4,112	4,112	4,112	4,112	4,112	4,112	(0)	-	-	-	49,343
5511 Utilities	883,512	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	67,962	-	883,512
5521 Security Services	205,363	17,114	17,114	17,114	17,114	17,114	17,114	17,114	17,114	17,114	17,114	17,114	17,114	-	-	205,363
5531 Housekeeping Services	767,006	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	-	-	767,006
5599 Other Facility Operations & Utilities	393,282	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	-	-	393,282
5611 School Rent - Private Facility	1,257,559	104,797	104,797	104,797	104,797	104,797	104,797	104,797	104,797	104,797	104,797	104,797	104,797	-	-	1,257,559
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	61,201	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	-	-	61,201
5621 Equipment Lease	216,328	18,027	18,027	18,027	18,027	18,027	18,027	18,027	18,027	18,027	18,027	18,027	18,027	-	-	216,328
5631 Vendor Repairs	620,316	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	47,717	-	620,316
5812 Field Trips & Pupil Transportation	178,440	14,870	14,870	14,870	14,870	14,870	14,870	14,870	14,870	14,870	14,870	14,870	14,870	-	-	178,440
5821 Legal	22,000	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	-	22,000
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	45,377	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	-	-	45,377
5841 Contracted Substitute Teachers	56,450	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	4,342	-	56,450
5842 Special Education Services	3,905,071	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	300,390	3,905,071
5843 Non Public School	518,923	43,244	43,244	43,244	43,244	43,244	43,244	43,244	43,244	43,244	43,244	43,244	43,244	-	-	518,923
5844 After School Services	813,932	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	-	-	813,932
5849 Other Student Instructional Services	968,675	80,723	80,723	80,723	80,723	80,723	80,723	80,723	80,723	80,723	80,723	80,723	80,723	-	-	968,675
5852 PD Consultants & Tuition	268,154	22,346	22,346	22,346	22,346	22,346	22,346	22,346	22,346	22,346	22,346	22,346	22,346	-	-	268,154
5854 Nursing & Medical (Non-IEP)	20,700	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	-	-	20,700
5859 All Other Consultants & Services	696,382	58,032	58,032	58,032	58,032	58,032	58,032	58,032	58,032	58,032	58,032	58,032	58,032	-	-	696,382
5861 Non Instructional Software	608,053	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	-	-	608,053
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	427,487	35,624	35,624	35,624	35,624	35,624	35,624	35,624	35,624	35,624	35,624	35,624	35,624	-	-	427,487
5872 Special Education Fees (SELPA)	690,487	41,429	82,858	55,239	55,239	55,239	55,239	55,239	96,668	48,334	48,334	48,334	48,334	-	-	690,487
5881 Intra-Agency Fees	6,204,446	517,037	517,037	517,037	517,037	517,037	517,037	517,037	517,037	517,037	517,037	517,037	517,037	-	-	6,204,446
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	84,478	7,040	7,040	7,040	7,040	7,040	7,040	7,040	7,040	7,040	7,040	7,040	7,040	-	-	84,478
5911 Office Phone	81,252	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	-	-	81,252
5913 Mobile Phone	8,472	706	706	706	706	706	706	706	706	706	706	706	706	-	-	8,472
5921 Internet	83,193	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	-	-	83,193
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	14,074	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	-	-	14,074
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 - Operating Services	20,309,525	1,649,398	1,682,603	1,654,984	1,654,984	1,654,984	1,654,984	1,654,984	1,696,413	1,648,079	1,648,079	1,643,967	1,643,967	422,104	-	20,309,525
6000 - Capital Outlay																
6901 Depreciation Expense	1,483,152	124,267	124,410	123,257	123,741	123,500	124,901	124,314	123,900	123,705	122,960	122,329	121,866	-	-	1,483,152
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	1,483,152	124,267	124,410	123,257	123,741	123,500	124,901	124,314	123,900	123,705	122,960	122,329	121,866	-	-	1,483,152
7000 - Other Outgo																
7438 Interest Expense	194,796	-	-	98,404	-	-	-	-	-	-	96,392	-	-	-	-	194,796

CAMINO NUEVO CHARTER ACADEMY
 2023-24 Cash Flow Forecast
 Prepared by ExED. For use by ExED and ExED clients only. © 2023 ExED

	2023-24 Trend	Actuals as of 6/30/2021													FORECAST Jul-23 - Jun-24	
		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual		
Total 7000 - Other Outgo	194,796	-	-	98,404	-	-	-	-	-	96,392	-	-	-	-	-	194,796
TOTAL EXPENSE	58,603,292	3,141,520	5,088,676	5,361,219	4,939,061	4,789,040	4,931,398	4,867,598	4,888,541	5,127,384	4,802,668	4,941,619	5,144,036	580,533	58,603,292	
NET INCOME	193,476	(925,290)	(2,290,963)	(1,992,925)	(115,486)	767,919	(1,260,332)	1,157,515	(31,438)	(1,346,472)	4,131,494	(1,091,184)	(3,865,130)	7,055,768	193,476	
Operating Income																1,676,627
EBITDA																1,871,423
Beginning Cash Balance	22,808,032	22,808,032	14,429,670	12,486,875	10,664,673	10,617,398	11,508,818	10,425,998	11,990,624	12,083,087	10,657,015	15,113,282	14,144,427	10,854,927	22,808,032	
Cash Flow from Operating Activities																
Net Income	193,476	(925,290)	(2,290,963)	(1,992,925)	(115,486)	767,919	(1,260,332)	1,157,515	(31,438)	(1,346,472)	4,131,494	(1,091,184)	(3,865,130)	7,055,768	193,476	
Change in Accounts Receivable																
Prior Year Accounts Receivable	8,007,024	6,728,105	248,758	248,758	94,469	-	165,591	282,797	-	-	238,545	-	-	-	8,007,024	
Current Year Accounts Receivable	(7,650,891)	-	-	-	-	-	-	-	-	-	-	-	-	(7,650,891)	(7,650,891)	
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Accounts Payable	(70,621)	(1,412,429)	-	-	-	-	-	-	-	-	-	-	761,274	580,533	(70,621)	
Change in Due to	(1,124,352)	(1,097,230)	-	-	-	-	(4,980)	-	-	-	(36,732)	-	-	14,590	(1,124,352)	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Prepaid Expenditures	(134,908)	172,602	-	-	-	-	-	-	-	-	-	-	(307,510)	-	(134,908)	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	(11,405,087)	(11,405,087)	-	-	-	-	-	-	-	-	-	-	-	-	(11,405,087)	
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Depreciation Expense	1,483,152	124,267	124,410	123,257	123,741	123,500	124,901	124,314	123,900	123,705	122,960	122,329	121,866	-	1,483,152	
Cash Flow from Investing Activities																
Capital Expenditures	(846,300)	(563,300)	(25,000)	-	(150,000)	-	(108,000)	-	-	-	-	-	-	-	(846,300)	
Cash Flow from Financing Activities																
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	(404,597)	-	-	(201,292)	-	-	-	-	-	(203,305)	-	-	-	-	(404,597)	
Ending Cash Balance	10,854,927	14,429,670	12,486,875	10,664,673	10,617,398	11,508,818	10,425,998	11,990,624	12,083,087	10,657,015	15,113,282	14,144,427	10,854,927	10,854,927	10,854,927	

Coversheet

EPA Spending Plan

Section: VIII. Financials
Item: D. EPA Spending Plan
Purpose: Vote
Submitted by:
Related Material: FY23-24 - CNCA EPA Spending Plan.pdf



Camino Nuevo Charter Academy FY 2023-24 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018 but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes is deposited into the EPA and distributed to districts and charter schools every quarter.

While funds from the EPA are part of a district's or charter school's general-purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must annually determine the use of EPA funds at an open public meeting.**

Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Camino Nuevo Charter Academy #1, this equates to \$1,311,852.

For Camino Nuevo Charter Academy #2, this equates to \$1,522,298.

For Camino Nuevo Charter Academy #3, this equates to \$1,581,864.

For Camino Nuevo Charter Academy #4, this equates to \$1,100,811.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Camino Nuevo High School #2, this equates to \$93,472.

Funds will be used to support teacher salaries and benefits.

Coversheet

Enrollment updates

Section: IX. Student and Family Services Updates
Item: A. Enrollment updates
Purpose: FYI
Submitted by:
Related Material: June 2023 Board Presentation Enrollment Update.pdf



Enrollment Update

June 2023 Board Meeting

20 años | Camino Nuevo Charter Academy



Crystal Day
Director of Strategic Enrollment

Agenda

- EOY 22/23 Enrollment – 2 year comparison
- Intentional Areas of Focus and Strategies
- June Comparison: Returning, Newly Enrolled Students 22/23 and 23/24
- 23/24 Current and Projected Enrollment





EOY 22/23 Enrollment – 2 year comparison

	Budget	Enrollment Day 1 22/23	Enrollment Day 1 21/22	Enrollment 6.10.23	Enrollment 6.8.22	Yr over Yr change %
BUR	602	600	574	604	571	6%
KAY	697	660	669	669	666	0%
CAS	462	472	452	467	455	3%
EIS	270	264	256	265	261	2%
CIS	587	534	607	513	593	-13%
DAL	508	460	493	462	481	-4%
	3126	2990	3051	2980	3027	-1.55%

NOTES and KPIs

- BUR and CAS-- EOY enrollment is higher than LY and the budget
- KAY and EIS-- EOY enrollment is higher than last year, but not higher than the budget
- CIS and DAL have the biggest gaps
 - CIS-- neighborhood changes
 - DAL- student mobility and enrollment windows
- Mid-year exits– 5% less than last year, but trends of increasing student mobility at KAY, CIS, and DAL
- Mid-year enrolls– we enrolled **251 students** compared to 59 last year



Intentional Areas of Focus and Strategies

1. Recruitment Strategies– KAY, CAS, and CIS

- Making enrollment visible and including all stakeholders– internal families and Parent Community Leaders, community partners, and folding in alumni – “word of mouth” is the #1 way people learn about Camino!
- “Camino in the Community” – attending community events, grocery store tabling, and canvassing
- Digital Media Marketing (online ads) for leads and events in **four languages**
 - Continually researching market trends to look for opportunities
- Virtual Information Sessions – 14 sessions, over 250 attendees
- School Events “Family Lunch and School Tour” at CIS
- Individual registration support – dedicated enrollment number for text/calls

2. Retention Strategies – BUR, KAY, CAS, EIS, CIS, and DAL

- “Experience the Grades” at KAY
- Park Playdates for TK, Kinder, and 6th – targeted approach on transitional grades
- Summer @ CNCA
- Virtual Information Sessions

3. Yield Strategies – all schools

- Park Playdates and 6th Grade Ice Cream Social
- 9th Grade Events each month- course selection, summer program and orientation
- Strategic Communication – Virtual **“Welcome Packet”** for each school
 - Building trust with proactive communication
- In-person Orientation in June and July/August
- July “welcome back to school” postcard -- connectivity between attendance and enrollment
- ParentSquare posts leading up to the start of the school year

Camino Nuevo Charter Academy
20 años

CNCA CISNEROS CAMPUS
FAMILY LUNCH AND SCHOOL TOUR
SATURDAY, JUNE 24TH

Enrollment Openings in TK, Kinder, 1st, 2nd, 4th, 5th, 6th, and 8th Grade.
The first 25 families signed up to bring another family for a tour will receive a lunch on Camino.

LUNCH @ 1:30 PM
TOUR @ 2:00 PM
POPSICLES @ 2:30 PM
PUPPET SHOW @ 3:00

Sama-sama Tayong
Matuto

Camino Nuevo Charter Academy
20 años

Kayne Siart Campus
Mag-enroll Na | TK-8th
STEM | Sining | Musika
www.caminonuevo.org | 213-417-3400



June Comparison: Returning, Newly Enrolled Students 22/23 and 23/24

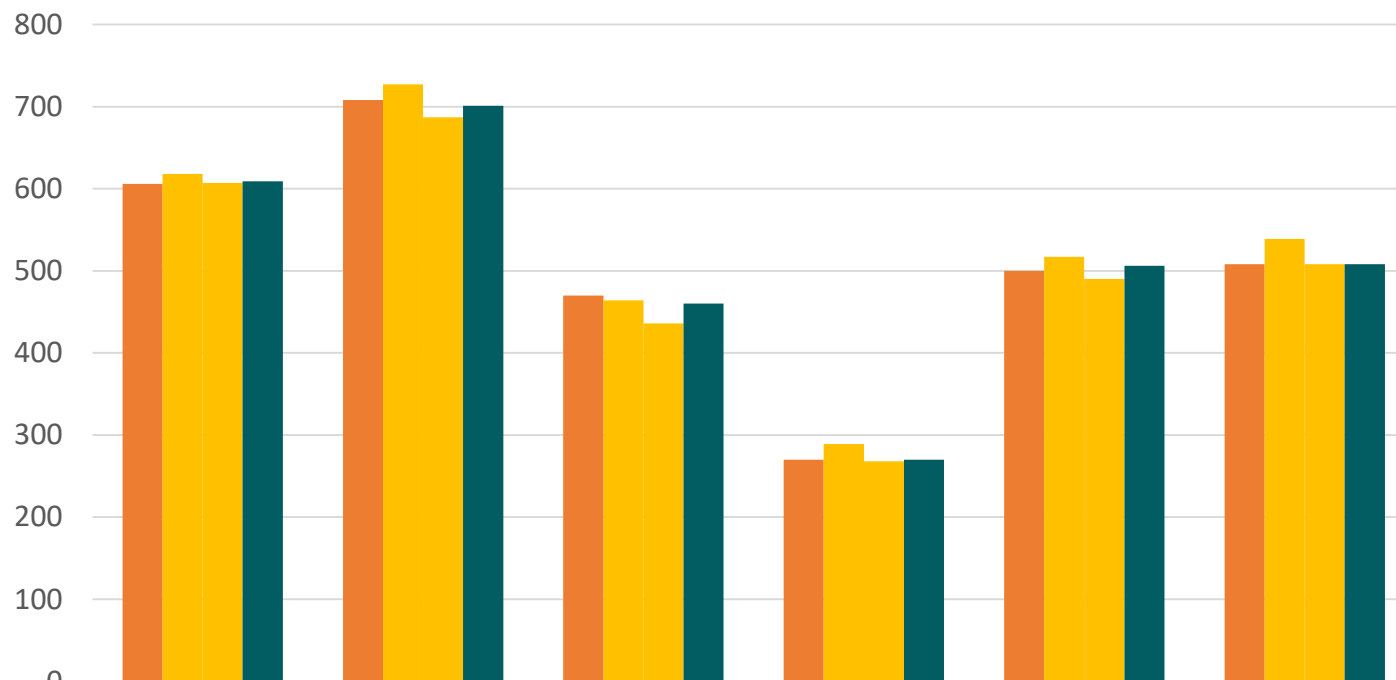
June 12, 2023 to June 8, 2022	Site	Target Enrollment	Returning Students	Newly Enrolled Student	Anticipated before attrition
22-23	BUR	602	508	100	608
23-24	BUR	606	541	77	618
22-23	KAY	708	570	142	712
23-24	KAY	708	577	150	727
22-23	CAS	470	375	100	475
23-24	CAS	470	371	93	464
22-23	EIS	270	227	57	284
23-24	EIS	270	253	36	289
22-23	CIS	587	513	57	570
23-24	CIS	500	444	75	519
22-23	DAL	508	355	136	491
23-24	DAL	508	361	171	532
22-23	CNCA	3,145	2,548	592	3140
23-24	CNCA	3,062	2,547	602	3149
Variance		-83	-1	10	9

OBSERVATIONS

- Enrollment target is 83 less than last year to account for CIS trends
- BUR, KAY, CAS, EIS, and DAL – more returning students
- Newly Enrolled up 10 students compared to last year
- CIS-- Newly enrolled is 18 higher than last year
- CAS- returning and new student count is a little lower than last year.



23/24 Target, New/Returning Students, Attrition Assumption, and Enrollment Projection



	BUR	KAY	CAS	EIS	CIS	DAL
Target	606	708	470	270	500	508
New and Returning	618	727	464	289	517	539
New and Returning minus attrition	607	687	436	268	490	508
Projection	609	701	460	270	506	508

OBSERVATIONS

- CNCA is 103% enrolled toward targets
 - Projection: 3054
 - Target: 3062
- Historically, we lose an avg of 170 students on day 1– we overenroll based on an attrition assumption of 158 students
- 5 of the 6 schools are overenrolled
- With considering attrition, we can forecast that:
 - BUR, EIS, and DAL will meet enrollment targets
 - KAY and CIS are tracking better than last year
 - CAS has dipped a little this month– the next two months will be critical to reaching our enrollment targets
- Yield and retention strategies are in place to reduce attrition
- **Enrollment Projection assumptions**
 - Increasing spring applications, increasing yield on newly enrolled, and decreasing attrition are the best ways to increase our projection and meet targets

Coversheet

Attendance Update

Section: IX. Student and Family Services Updates
Item: B. Attendance Update
Purpose: FYI
Submitted by:
Related Material: Board Meeting Attendance Strategy Presentation 23-24.pdf



Attendance Strategy

2023 - 2024
School Year

Brief overview of our goal,
strategy, and plan.

22-23 SY AVERAGE of ADA							
Num. Month	BUR	CAS	CIS	DAL	EIS	KAY	Grand Total
01-Aug	93.68%	90.56%	90.46%	92.60%	91.96%	89.23%	91.42%
02-Sep	93.93%	90.38%	90.91%	92.92%	91.48%	88.61%	91.37%
03-Oct	93.69%	88.86%	89.99%	92.93%	91.92%	87.42%	90.80%
04-Nov	89.72%	84.54%	85.19%	90.03%	87.81%	84.70%	87.00%
05-Dec	92.42%	86.87%	85.06%	89.88%	89.92%	85.05%	88.20%
06-Jan	92.57%	87.09%	88.05%	91.00%	89.97%	87.16%	89.31%
07-Feb	93.14%	87.28%	87.71%	90.45%	89.68%	86.69%	89.16%
08-Mar	91.98%	87.23%	87.28%	90.28%	90.58%	86.62%	89.00%
09-Apr	94.51%	89.82%	89.74%	91.29%	91.70%	88.94%	91.00%
10-May	93.67%	89.16%	89.60%	92.12%	91.12%	88.54%	90.70%
11-Jun	95.79%	89.45%	90.06%	91.13%	92.18%	88.93%	91.26%
22-23SY							
Grand Total	93.06%	88.31%	88.60%	91.41%	90.72%	87.45%	89.93%
21-22SY							
Grand Total	89.72%	84.33%	88.21%	87.24%	88.42%	87.96%	87.65%

22-23 SY ADA with 21-22 SY Grand Total Comparison

Goal:
**94% Monthly ADA at
Every CNCA School Site**

To prepare for this moment we have:

- **Conducted research to inform our *CNCA Attendance Initiative Blueprint***
- **Analyzed historical attendance data**
- **Engaged in gathering stakeholder feedback (internally and externally)**
- **Sent Attendance Reminder Postcards to all CNCA families**
- **Identified Best Practices**
 - **Robocall Impact, Attendance Mentorship, Attendance Incentives**



Vision

Strengthen family partnerships in support of all of our students attending school on a consistent basis.

Provide a comprehensive blueprint to include a *community call to action* as we tackle this pressing need for increased attendance across the network.

We all own our students' success.



Summer

- Establish attendance committee
- Establish an attendance monitoring system
- Provide vision, guidance, and training for school leaders
- Prepare for Attendance Initiative Launch (Prior to the First Day of School)



Quarter 1

- Strong start from Day 1
- Provide weekly data, guidance and support for school sites
- Launch attendance campaigns in collaboration with CII
- Create ADA Touchpoint Norms with Attendance Committee



Quarter 2

- Monitor weekly and monthly attendance
- Engage in data analysis
- Address chronic absenteeism with families
- Continue with attendance campaigns
- Launch family workshop series



Quarter 3

- Send Attendance postcard
- Continue working with families of chronically absent students
- Schedule parent meetings
 1. Create “Plans for Success”
- Continue attendance campaigns



Quarter 4

- End of Year Celebrations
- End of Year Data Analysis



Overall Attendance Strategy Plan Curation

- **Strong BOY Plan**
 - For example, phone calls, emails, and text messages to families three days before the first day of school, attendance huddles with students who historically have attendance challenges, etc.
- **Alignment Across the Network**
 - Align all schools on the *Attendance Blueprint*
 - Align all schools with the SARB/SART Process
 - Implement Attendance Campaign across all schools
 - Create campaign documents (slide deck, flyers, etc.)
 - Provide ongoing incentives for students and staff
 - Provide opportunities for family workshops
- **Data Analysis**
 - Provide an opportunity to engage in data analysis around attendance
- **Support for Chronic Absenteeism**
 - a. Connect with students who were chronically absent during the 22-23SY prior to Day 1
 - b. Meet with families of chronically absent students prior to Day 1
 - c. Identify chronically absent students (post Day 1)
 - i. Schedule parent meetings
 - ii. Create “Plans for Success”
 - iii. Enroll families in family workshops
- **Communication**
 - a. Connect with families prior to Day 1 (including Social Media, Parent Square, Phone Calls, etc.)
 - b. Attendance Reminder Postcard (August and January)
 - c. Create Communication Norms Regarding Attendance
 - i. Teams Thread Updates, Weekly Staff Meeting Communication, Cafecito, Parent Square, Robocall Communication, In-class Student Communication, etc.



Questions or Comments

Coversheet

CEO Updates

Section: X. CEO Updates
Item: A. CEO Updates
Purpose: FYI
Submitted by:
Related Material: 230620 CEO Update for CNCA Board Meeting.pdf



CEO Update

20 años | Camino Nuevo Charter Academy



June 2023

Overview

- College and Career Update
- Avance Teacher Residency
- BUR Conexión
- Equity Working Group Updates
- Resolution to Return Funds to CNCA

CLASS OF 2023

- 93% of our seniors submitted applications to four-year colleges and universities
 - Private Universities - 9%, UC's - 19%, and CSU's - 87%
- 28% of our seniors submitted applications to community colleges
- Our students have been accepted to:
 - California State University:
 - Bakersfield, Channel Islands, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Francisco, San Luis Obispo
 - University of California
 - Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz
 - Private Institutions
 - Connecticut College, Loyola Marymount University, Occidental College, Lehigh University, Lawrence University, Middlebury College, University of Kansas, University of Missouri



COLLEGE ACCEPTANCES



1. 4-Year College Acceptance Rate - 71.4%
2. Students Attending 4-Year Institutions - 47.96%
3. Students Attending 2-Year Institutions - 36.73%
4. Combined Total - 84.70%



COMMUNITY COLLEGE

YAHAIRA MORA



"This fall, I will be attending Pasadena City College, and my major is nursing. Although I was accepted to Cal States, I still chose to attend a community college. I've heard many good things from other people about the nursing program at PCC, and I stood by it. Ms. Nicho, my counselor, works there, but I'm not only going there just because she works there I've done my own research on it. Going to community college isn't a bad thing. You can save a lot of money and you can always transfer to a 4-year university if you'd like. I believe either route will get you where you want one way or another."

CAL STATE JASON ORDONEZ

"In the Fall, I will be attending Cal State Fullerton, a decision made possible only by careful consideration of all things from tuition to location. I have decided to major in political science in hopes of going into law after my undergraduate years. Out of the many popular pre-law majors, political science interested me the most because of the intricacies that revolve around politics and their respective systems. The most driving factor, however, was tuition, as studying law is an expensive endeavor that leaves many graduates in debt. Overall, attending a Cal State is the most economically wise decision for my own dreams and academic path."





UC

MYA ZAVALA

"First-generation children are usually pressured by their families to attend college for a better future; this causes most children to go against their parent's wishes or accomplish them. As a first-generation student, my reasoning for college wasn't just for education but for the life experiences only college can give. You get to meet others from different parts of the world and study what interests you. I am committed to the University of California, Los Angeles (UCLA) and excited for the adventures that await. There are many reasons why I want to attend UCLA besides being one of the best public schools in the nation. I want to go to UCLA for the education they provide, the variety of classes, and especially the delicious food they provide in the dining halls. Being able to go to UCLA will bring me opportunities that I wasn't able to receive in high school."

PRIVATE COLLEGE

ERIC LOPEZ

"After being introduced to Middlebury College through College Match, I visited their website and explored what they had to offer. One thing that stood out to me about Middlebury is its grandeur rural location because I believe it makes for a good place to build a tight knit community and explore new surroundings. I anticipate engaging in the First@Midd program to become acquainted with campus resources, build relationships with peers, and gain confidence in myself as a first-generation, out-of-state, latino student who will be attending Middlebury in Vermont. My intended major is economics and one of the first opportunities I am looking to complete is an early Data Science course where I will be able to earn class credit before starting school. This program would allow me to further develop my skills in statistics and computer programming which are essential for careers related to economics. Furthermore, Middlebury offers experiential learning which is valuable even after graduation. Given these unique experiences and more, my education at Middlebury would be one of a kind. "





Teacher Residency Updates

Avance Teacher Residency - A Refresher

Overview:

- 22-23 - Planning Year, CTC Funded - \$140,000
- 2023-2026 - Implementation Grant - \$1.8M over 4 years
- Consortium with STEM Prep, Para Los Niños, and LMU



Mission:

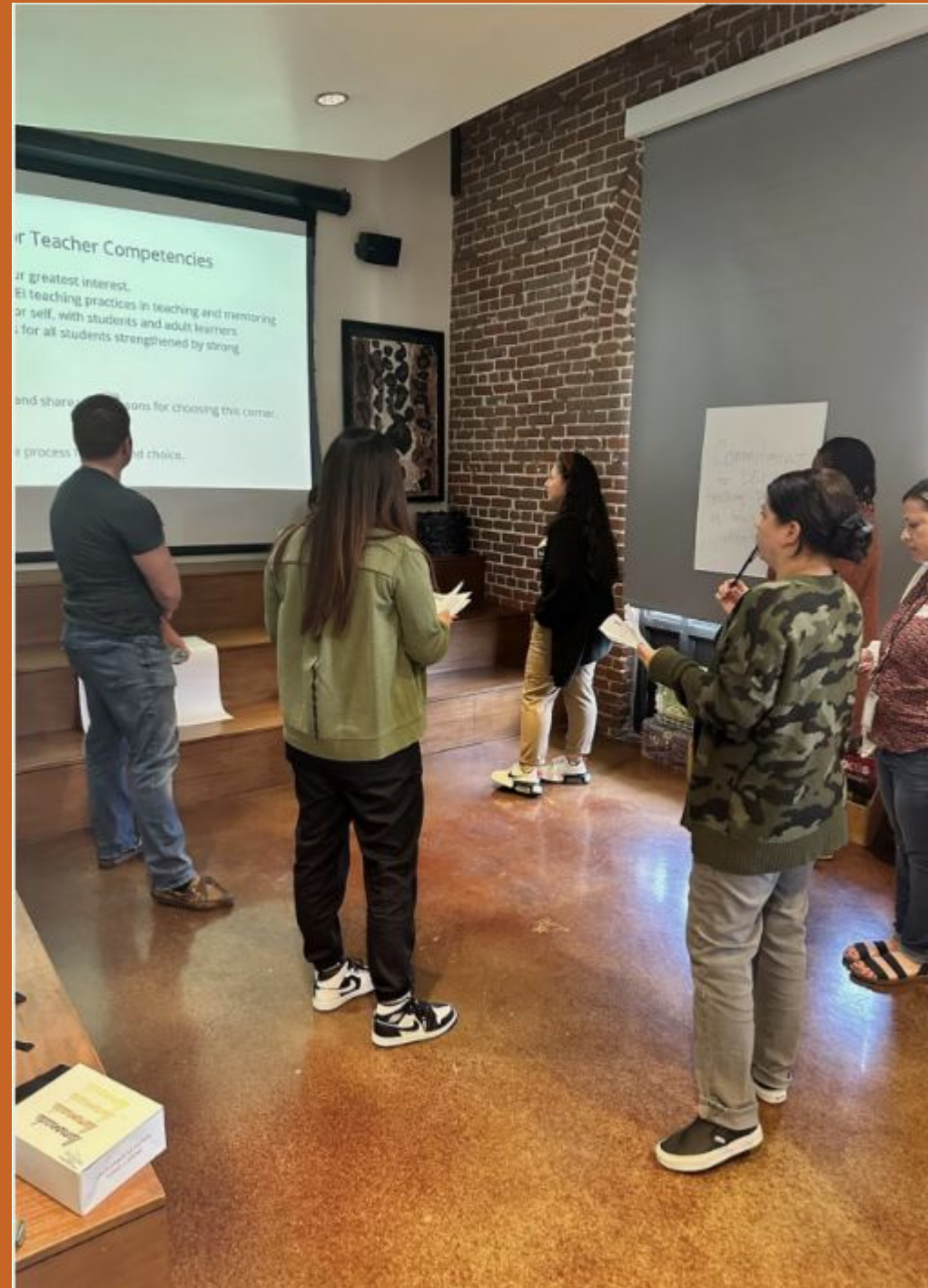
Avance disrupts systems of inequity in teacher preparation to collectively innovate, transform, and provide access and advancement for educators, especially those from our historically marginalized communities. We invest in and develop them to thrive, so that our students receive the highest quality education starting on day one.

Planning Year Outcomes

We are wrapping up a successful design year, and Y1 of the program will kick off later this month

2022-23 Goals		
Goal 1	Avance will recruit and select 18 residents across the Consortium.	ACHIEVED
Goal 2	Avance will recruit and select 18 mentors across the Consortium.	EXCEEDED
Goal 3	The Avance Resident Cohort will have at least 90% of residents of color.	EXCEEDED
Goal 4	Avance will have created a toolkit of artifacts that align with the Key Characteristics of Effective Residency Programs, outlined by the California Teacher Residency Lab.	ACHIEVED

Cohort Makeup



12 classified staff members from the CNCA community

(e.g. behavior interventionist, English language development interventionist, instructional assistant, substitute teacher)

3 classified staff members from Para Los Niños

2 classified staff members from STEM Prep

2 external members of the community

recommended by CNCA staff members

Meet an Avance Resident: Maricela Lorenzo Cruz

- 2021 BA from Smith College in Latin American Studies and Government
- Current English Language Development (ELD) Interventionist at our Eisner campus and Tutor at Heart of Los Angeles after school program
- Future CNCA Social Studies Teacher
- Stood out in our selection process for her passion for social justice, culturally responsive teaching, high expectations for students, and the community she serves
- Accepted to Teach For America but chose to join the Avance Residency instead



BUR Conexión

- **\$500,000 ESSER funds approved for connecting the Lower school to the dance room**
- **Cosmetic Playground improvements**
- **Inspiring & Interesting**



Equity Working Group Updates

- Equity Working Group engaged in 6 meetings across the year
- 3 focus areas: Policies & Procedures; Student Outcomes with Parent Support; Community of Belonging
- Redefining the anchors

Resolution to Return Funds from PNEDG to CNCA

- PNEDG had a surplus of approximately \$450,000 in 2022-23 due to unfilled positions at the HSO
- Rather than retaining that money, the PNEDG Board would like to redistribute those funds to schools on a per-ADA basis

Coversheet

Election of New Board Member

Section: XI. Board Member Elections
Item: A. Election of New Board Member
Purpose: Vote
Submitted by:
Related Material: Frankie_Jimenez_Resume_2023.pdf

Frankie Jimenez

1733 W. 55th Street • Los Angeles, CA 90062 • 310-920-5798 • Frankie_Jimenez@alumni.brown.edu

EDUCATION

Brown University

Providence, RI

A.B., Applied Mathematics—Economics, Advanced Economics

08/16 – 05/20

Relevant Coursework: Investments I, Management of Industrial and Nonprofit Organizations, International Finance,

Intermediate Macroeconomics/Microeconomics, Theory of Behavioral Economics, Game Theory: Applications to Economics

Honors & Awards: Bonner Community Fellowship; Pueblo Nuevo Development Fund Alumnus; Gates Millennium Scholarship

WORK EXPERIENCE

U.S. Bank, Credit Analyst

Los Angeles, CA

07/21 – Present

- Work with Relationship Managers to manage five assigned relationships and ten loan portfolios
- Analyze guarantor financial data on an annual basis and prepare comprehensive written analyses related to guarantor credit quality
- Perform quarterly portfolio management to assess loan portfolio performance and identify potential repayment risks. Evaluation relies on borrower reported income statements, balance sheets, rent rolls, and liquidity statements which help establish risk rating grades
- Research and identify risk mitigants for all five relationships which are used to help reduce financial and reputational exposure
- Assist Relationship Managers with initial credit underwriting in order to present credit requests for Credit Approval
- Communicate with my manager any material adverse findings that may affect U.S. Bank's profitability during the life of the loan or the sponsor relationship with the company

MUFG Union Bank, Internal Asset Review (IAR) Analyst

Los Angeles, CA

01/21 – 07/21

- Acquired and organized financial documentation for IAR reports to begin annual analytical reviews
- Performed loan reviews for multifamily, retail, restaurant, industrial, and office deals by analyzing and evaluating operating statements, rent rolls, credit reports, property inspections, and tax rolls to establish quality of loan and assign a risk grade
- Proactively engaged with borrowers to obtain required financial information to complete an accurate and timely review
- Reported to my IAR manager any findings that may have an adverse impact on loan collateral or borrower's ability to repay their loan

Caruso Affiliated Holdings, Hospitality Operations Intern

Los Angeles, CA

06/19 – 08/19

- Produced a new and informative template report detailing Yelp review data for the Executive Committee
- Won 1st place in a quantitative, analytical group project presented to CEO Rick Caruso and the Executive Committee on a prospective development opportunity in Los Angeles, California
- Analyzed, designed and introduced 3 prototypes for a Caruso portable charger drop-box system at The Grove [~600,000 SF retail/lifestyle center] to augment the charger return process and decrease liabilities incurred through loss of chargers
- Authored a training manual for the Caruso Bellman Button at The Grove and The Americana [~90,000 SF retail/apartments], covering informational programming and tenant rollout to expand worker awareness and work effectiveness

LEADERSHIP AND SERVICE

Bonner Community Fellowship, Bonner Fellow

Providence, RI

09/16 – 05/20

- Selected from a pool of 1600+ to participate in the inaugural 4-year community service program
- Participated in weekly 2-hour committee meetings focused on program development and enhancement
- Committed 8-10 community service hours per week for 4 years to improve academic support around the Providence area

HOPE High School, Math Tutor

Providence, RI

09/16 – 05/20

- Instructed ~20 high school students in Algebra 1, Algebra 2, and Geometry
- Applied math formulas to life situations to strengthen memory and application of mathematical concepts that resulted in quiz and grade improvements by over 15%
- Mentored students on academic excellence, which resulted in 20% higher class attendance and encouraged more class focus

Movimiento Estudiantil Chicano de Aztlan (MEChA), First-Year and Co-Chair Representative

Providence, RI

09/16 – 05/18

- Co-chaired a Latino-identifying group, to connect and welcome students with Latino heritage into a safe space
- Recruited 13 first-year students and helped MEChA membership surge by 108%
- Planned 10 annual cultural activities to catalyze relationships with other MEChA members, resulting in a tight-knit community

SKILLS AND INTERESTS

Technical Skills: Advanced in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook, Teams) and Adobe Acrobat

Languages: Native in English, Fluent in Spanish

Interests: Stock Market/Investing, Chess, Basketball, Hiking, Swimming, Traveling, Community Service