



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on June 13, 2024 at 8:32 AM PDT
Amended on June 14, 2024 at 11:31 AM PDT

Date and Time

Tuesday June 18, 2024 at 4:30 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

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Sandra Herrera by email at Sandra.Herrera@CaminoNuevo.org or by telephone at 818-429-2514.

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. Procedures for public comment can be found at <https://bit.ly/cncapubliccomment>.

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance	Discuss	Gil Flores	1 m
B. Call the Meeting to Order	Discuss	David Gidlow	1 m
II. Approve Minutes			4:32 PM
A. Approve 4-9-2023 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:33 PM
A. 2-Minute Limit per Speaker			5 m
IV. Consent Items			4:38 PM
A. Student and Family Handbook Updates	Vote	Jeannette Sandoval	1 m
The Student and Family Support Team is requesting approval for the Student and Family Handbook for the 2024-2025 school year.			
B. Title I School-Level Parental Involvement Policy	Vote	Kimberly Plaza	1 m
CNCA schools have developed written Title I parental involvement policies with input from Title I families. The policies describe the means for carrying out Title I parental involvement requirements. These policies are approved annually by our CNCA board.			
C. Homeless & Foster Youth Students Policy	Vote	Kimberly Plaza	1 m
This policy is intended to adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. These policies are approved annually by our CNCA board.			
D. FY24-25 Consolidated Application for Funding	Vote	Sonia Oliva	1 m

	Purpose	Presenter	Time
	Approval of funding application for Title I, Title II, Title III - LEP and Title IV for CNCA#1, CNCA#2, CNCA#3, CNCA#4, and CNHS#2		
E.	ELOP Contract with Bewilder Approval for 24-25 programming with this outdoor education vendor.	Vote Lindsey Rojas	1 m
F.	ELOP Contract with Tinker the Robot Approval for 24-25 programming with this STEM vendor.	Vote Lindsey Rojas	1 m
G.	ELOP Contract with Lunch Bunch Approval for 24-25 programming with this nutrition and cooking vendor.	Vote Lindsey Rojas	1 m
H.	Tech Agreement Between CNCA and PNEDG Approval for the 2024-2025 Tech Agreement between CNCA and PNEDG.	Vote Natasha Barriga	1 m
I.	Meal Provider Contract Renewal with Revolution Foods, PBC Meal Provider RFP renewal contract.	Vote Natasha Barriga	1 m
J.	Landscape Agreement Renewal with Pacific Vista Landscape Services Landscape Agreement 1 Year renewal with Pacific Vista Landscape Services per approved contract.	Vote Carla Rivera	1 m
K.	Prop 28 Arts & Music Annual Report Approval of Prop 28 Arts & Music Annual Report.	Vote Nancy Cabrel	1 m
L.	Director of Biliteracy and English Learners Agreement CNCA is requesting approval for the 2024-2025 Director of Biliteracy and English Learners Agreement with PNEDG.	Vote Rachel Hazlehurst	1 m
M.	TNTP Contract CNCA is requesting approval for the 2024-2025 contract with TNTP for the purpose of Literacy program improvement. The proposed services will impact grades K-8, but the primary emphasis will be on Foundational Literacy Skills in grades K-2.	Vote Rachel Hazlehurst	1 m
N.	Contract for Special Education Services from CCE	Vote Rachel Hazlehurst	1 m

	Purpose	Presenter	Time
CNCA is requesting approval for the 2024-2025 CCE contract for Special Education Services.			
O.	Contract for Special Education Services from Edlogical	Vote	Rachel Hazlehurst 1 m
CNCA is requesting approval for the 2024-2025 Edlogical contract for Special Education Services.			
P.	Contract for Special Education Services from Sincere Behavior Solutions (SBS)	Vote	Rachel Hazlehurst 1 m
CNCA is requesting approval for the 2024-2025 SBS contract for Special Education Services.			
V.	Organizational Priority Panel		4:54 PM
A.	Organizational Priority Panel	Discuss	Adriana Abich and Rachel Hazlehurst 20 m
VI.	School and Academic Updates		5:14 PM
A.	Attendance & Enrollment Updates	Discuss	Jeannette Sandoval and Crystal Day 10 m
The SFS Team will present updates on Q4 attendance and enrollment.			
B.	Graduating Seniors Update	Discuss	Elizabeth Nicho 10 m
The College and Career Team will present an update on our graduating seniors, including graduation data points and stories about our seniors.			
VII.	Contracts		5:34 PM
A.	ExEd Contract Approval	Vote	Adriana Abich 10 m
Approval of ExEd Back-Office Contract Agreement.			
B.	ELOP Contract with Think Together for Summer Field Trips	Vote	Lindsey Rojas 5 m
Approval for summer Think Together field trips.			
C.	Commercial Insurance Policy Contract With CharterSafe	Vote	Nancy Cabrel 10 m
Approval of CharterSafe Contract Agreement.			

	Purpose	Presenter	Time
VIII. 9th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group			5:59 PM
A. 9th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group	Vote	Adriana Abich	5 m
Approval of 9th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group.			
IX. 2024-2025 Calendar and Instructional Minutes			6:04 PM
A. 2024-2025 Calendar and Instructional Minutes	Vote	Natasha Barriga	5 m
The Board of Directors will review the 2024-2025 Calendar and Instructional Minutes calculator and will vote whether or not to approve them.			
X. Presentation of SY 23-24 Local Indicators			6:09 PM
A. Presentation of SY 23-24 Local Indicators	Vote	Natasha Barriga	5 m
The CA Dashboard includes a concise set of state and local indicators that are founded on the LCFF priorities as well as aligned to the measures required under Every Student Succeeds Act. Annually, the Camino team must measure its progress in meeting the requirements o the LCFF priority and report on those measures as part of a non-consent item at the same public meeting at which the LCAP is adopted. CNCA Board of Directors will review and vote whether to approve the Local Indicators report for: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS2			
XI. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2			6:14 PM
A. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2	Vote	Natasha Barriga	5 m
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. The CNCA Board of Directors will review and vote whether to approve the LCAPs for: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS2			
XII. Financials			6:19 PM

	Purpose	Presenter	Time
A. Approval of FY24/25 Budget	Vote	Sonia Oliva	5 m
B. April 2024 Financials	Discuss	Sonia Oliva	5 m
C. EPA Spending Plan Approval	Vote	Sonia Oliva	5 m
XIII. Board Member Elections			6:34 PM
A. Election of Board Members for New Terms	Vote	David Gidlow	5 m
B. Election of Officers and Chair of the Board	Vote	David Gidlow	5 m
XIV. Closed Session			6:44 PM
A. Section 3549.1 Closed session regarding negotiations with an employee organization	Discuss	Adriana Abich	15 m
XV. Closing Items			6:59 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 4-9-2023 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. Approve 4-9-2023 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on April 9, 2024

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday April 9, 2024 at 4:30 PM

Location

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

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

1999 Avenue of the Stars, Suite 1400, Los Angeles, CA 90067

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Directors Present

C. Garcia Alvarado, D. Gidlow, F. Jimenez, G. Flores, J. Hernandez, R. Arenas (remote)

Directors Absent

E. Lopez, J. Ortega, L. Jennings, T. Powers

Guests Present

A. Abich, N. Cabrel, S. Herrera

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 Apr 9, 2024 at 4:39 PM.

II. Approve Minutes

A. Approve 2-13-2023 CNCA Regular Board Meeting Minutes

J. Hernandez made a motion to approve the minutes from CNCA Regular Board Meeting on 02-13-24.

D. Gidlow seconded the motion.

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

III. Public Comment

A. 2-Minute Limit per Speaker

The following educators addressed the board.

- Marquetta Nolen, from the Eisner campus
- Laura Farrel, from the Dalzell-Lance campus
- Charleen Mendoza, from the Castellanos campus and President of CNTA

IV. School and Academic Updates

A. CAO Update

- Rachel Hazlehurst CAO, provided a updates on academic intervention efforts and progress thus far.

B. Attendance & Enrollment Updates

Crystal Day provided period to date updates on enrollment and attendance data from the first day of the 23/24 school year.

V. BUR Conexion Playground, Construction Bid Approval

A. BUR Conexion Playground, Construction Bid Approval

Carla Rivera, Director of Facilities presented the board with details of vendor bids and contractor recommendation for the playground at the Burlington Campus.

J. Hernandez made a motion to made a motion to approve the bid from SIECO/CELCO as presented.

F. Jimenez seconded the motion.

The board voted to approve the recommended bid for the Burling Campus playground.

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

Roll Call

G. Flores	Aye
E. Lopez	Absent
D. Gidlow	Aye
T. Powers	Absent
F. Jimenez	Aye
L. Jennings	Absent
J. Ortega	Absent
J. Hernandez	Aye
C. Garcia Alvarado	Aye
R. Arenas	Aye

VI. ESSER III School Site Plans Update

A. ESSER III School Site Plans Update

G. Flores made a motion to Approve the ESSER III school site plan updates as presented.

D. Gidlow seconded the motion.

Nancy Cabrel, Director of Finance presented the board with a request to update ESSER III School Site Plans.

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

Roll Call

G. Flores	Aye
J. Ortega	Absent
J. Hernandez	Aye
C. Garcia Alvarado	Aye
T. Powers	Absent
R. Arenas	Aye
L. Jennings	Absent
D. Gidlow	Aye

Roll Call

E. Lopez	Absent
F. Jimenez	Aye

VII. Declaration of Need

A. Declaration of Need (DON) for Fully Qualified Educators - CNCA, CNCA #2, CNCA #3, CNCA #4 and CNHS #2

F. Jimenez made a motion to approve the Declaration of Needs for Fully Qualified Educators - CNCA, CNCA#2, CNCA#3, CNCA#4 and CNHS#2.

J. Hernandez seconded the motion.

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

Roll Call

F. Jimenez	Aye
L. Jennings	Absent
C. Garcia Alvarado	Aye
T. Powers	Absent
D. Gidlow	Aye
E. Lopez	Absent
J. Hernandez	Aye
J. Ortega	Absent
R. Arenas	Aye
G. Flores	Aye

VIII. Financials

A. FY23-24 Second Interim Reports

Sonia Oliva of EXED presented the board with FY23-24 Interim Reports to be presented for board approval at the next board meeting.

B. February 2024 Financials

Sonia of EXED provided the board with a review of February 2024 financials.

C. Fiscal Year 2022-2023 990 Tax Return

Sonia Oliva of EXED presented with the board Fiscal Year 2022-2023 990 Tax Returns.

IX. CEO Updates

A. CEO Updates

Adriana Abich, CEO shared with board updates on internal communication strategy.

X. 2024-25 Board Meeting Dates

A.

2024-25 Board Meeting Dates

G. Flores made a motion to Approve 2024-25 Board Meeting Dates.

D. Gidlow seconded the motion.

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

Roll Call

T. Powers	Absent
R. Arenas	Aye
D. Gidlow	Aye
F. Jimenez	Aye
E. Lopez	Absent
J. Hernandez	Aye
L. Jennings	Absent
J. Ortega	Absent
C. Garcia Alvarado	Aye
G. Flores	Aye

XI. Closing Items

A. Adjourn Meeting

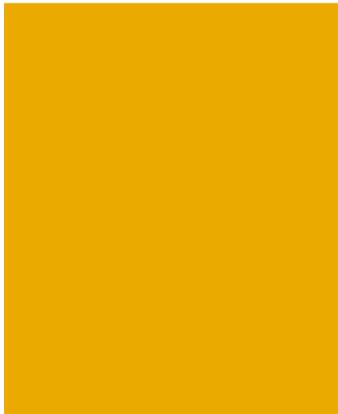
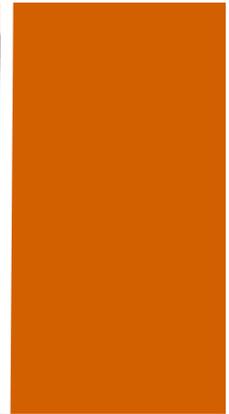
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:08 PM.

Respectfully Submitted,
G. Flores

Coversheet

Student and Family Handbook Updates

Section: IV. Consent Items
Item: A. Student and Family Handbook Updates
Purpose: Vote
Submitted by:
Related Material: 2024-2025 CNCA Student and Family Handbook (Draft).pdf
Changes to the Student and Family Handbook for the 2024_2025.pdf



CAMINO NUEVO CHARTER ACADEMY

2024-2025
STUDENT & FAMILY
HANDBOOK

TK - 12th Grade

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LETTER FROM THE CEO

Welcome to the 2024-2025 School Year!



Hi Camino Nuevo Familias,

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 was made in collaboration with our families for our families. It contains the policies, procedures, and practices for the education of students enrolled at Camino Nuevo and other helpful information. It is important that 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.

Crisis Intervention

When a child is in the midst of a suicidal crisis, experiencing severe anxiety, or difficulty regulating their feelings, it's crucial to prioritize their safety and well-being above all else. In some cases, immediate intervention by a therapist may be necessary to provide the support and guidance needed to navigate such challenging circumstances. While parental consent is typically sought for therapeutic interventions involving minors, there are instances where immediate action is required to ensure the child's safety and stability. School therapists are trained to handle such situations with care and professionalism, acting in the best interest of the child's immediate welfare. You can be confident that they will work closely with you to guarantee that your child receives the support and assistance they need to get through tough times.

Beacon Alerts

CNCA is dedicated to promoting safe internet practices among all students. The integration of GoGuardian Beacon alerts serves as a critical component of our school's safety response strategy. These alerts are designed to detect warning signs, enabling timely notification of designated staff to intervene should a student exhibit behaviors such as accessing inappropriate content or expressing thoughts of self-harm or suicide online. This system equips knowledgeable school personnel with pertinent information regarding the student's search and email history, facilitating an assessment of potential risks to both the student and the school environment. Appropriate response protocols are activated to address any identified threats, instances of violence, or self-harm.

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 other school specific committees. These opportunities offer parents/guardians targeted training that empowers and motivates 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 Student & Family Services Coordinator at your campus.

SCHOOL INFORMATION AND PROCEDURES

School Day Schedule

*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		12:40pm
Early Release Day	8:00am		12:40pm
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-1			
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 2 - 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

CNCA's calendar includes 185 instructional days for grades TK through 12.

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 About Us > Transparency Resolution Documents > 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 a new family 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 October 10, 2023.

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 Coordinators are considered Homeless & Foster Youth Liaisons.

The law requires the immediate enrollment of unhoused students. "Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. The Federal McKinney-Vento Homeless Assistance Act requires schools to enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. California law requires schools to immediately enroll foster children transferring to their school even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless or foster child is enrolled, school staff should work with the foster family or school where the student was transferred to obtain the student's immunization records quickly. The school staff should also work with their local health department to ensure these students receive any vaccinations they need. The law still requires that the school obtain the student's immunization record and ensure that these students meet all immunization requirements. For foster students, ED Code Section 48853.5 requires that within two business days of the foster child's request for school enrollment, the educational liaison for the new school shall contact the school last attended by the foster child to obtain all academic and other records. The educational liaison for the school last attended shall provide all records to the new school within two business days of receiving the request."¹

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

¹ [California Immunization Handbook](#)

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 "Families" 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 parent/guardian or other authorized party, stay for the after school program, or travel home independently. TK-5th grade students must be picked up by their parent/guardian or someone listed on their emergency contact list who is 18 or older. TK-3rd grade students cannot walk home alone. 4th and 5th grade students can walk home alone or with siblings, however, they must have prior written parental permission on file with the school office. 6th-12th grade students can walk home alone and do not need permission on file.

Students are expected to depart from campus within 15 minutes of dismissal and cannot be picked up 15 minutes prior to dismissal. If parents/guardians need to pick up their student prior to dismissal, they must do so more than 15 minutes before dismissal time. Early pick up will not be granted within 15 minutes of dismissal time.

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.

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 or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- 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.

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.

Absences for Religious Purposes

Education Code 46014 provides that pupils, with the written consent of their parents or guardians, may be excused from school one full day per semester 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.

Absence Procedures

If a child is not physically present the state requires the student to be marked absent for the day/s. Parent or doctor notes must be turned in within 10 days of the absence. If your student needs to miss school due to illness, court or other personal matters, please follow this standard protocol:

1. Call or message the office via Parent Square to inform the office of your child's absence preferably before 8:00am. Failure to do so may be considered a truancy.
2. Provide a note (either a doctor/court/dentist or a parent handwritten note) as documentation for the absence on the first day of your student back to school.
3. Follow up with your child's teacher/s for any missed work.

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 (10) 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.

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.

No student may be picked up from school within 15 minutes prior to dismissal.

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.

When the court appoints an educational rights holder after limiting a parent's or guardian's educational or developmental-services decision making rights, those parental decision making rights-including the right to notice of educational or developmental-services meetings and activities, to participation in educational or developmental-services meetings and activities, and to decision making authority regarding the child's education or developmental services, including the authority under sections 4512

and 4701.6, Education Code section 56028, 20 United States Code sections 1232g and 1401 (23), and 34 Code of Federal Regulations section 300.30- are transferred to the educational rights holder unless the court specifies otherwise in its order.

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 Parent Square, parent/family meetings and/or monthly informative 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.

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.

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, recess 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 at school more than 30 minutes late to class or school, and leaving campus without permission may all be considered truantries. 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 two (2) nutritionally adequate meals 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-4, Cisneros in grades K-5, 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 a 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 students. 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. All visitors must arrange their visits with school staff at least one day in advance. 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, 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.

When necessary, parent chaperones will be asked to attend field trips. Volunteer chaperones must be approved by the teacher and administrator before the trip and must fit the following criteria:

- Be at least 21 years old
- Be the mother, father, or legal guardian of a student in the grade level where the field trip is happening
- Be physically able to do the job
- Be able to work well and get along with students, teachers, and other parents
- Provide proof of a current TB test
- Attend the latest school site chaperone training (inquire in the main office for training information)
- Follow respective procedures as mentioned under the Volunteer Policy
- No younger siblings or other family members may attend

If the number of parents/guardians interested in chaperoning is larger than the number of chaperones needed for a field trip, a lottery should be conducted in order to determine the parents/guardians that will be assigned as field trip chaperones. Parents/guardians who are not invited to be chaperones cannot meet their student at the field trip site. If a parent/guardian chooses to do this, their child may not be invited to future field trips. Only assigned chaperones should attend student field trips. All students must depart from the school with their group and assigned chaperone and return with their group and chaperone.

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.

Overnight Field Trips

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

CNCA reserves the right to charge families for replacing damaged or broken technology, should the damage happen as a result of a student not properly caring for the technology being used.

School Used Apps and Software

When creating a student account 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. Providers may also collect personal information directly from students, such as telephone numbers 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

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 victims of 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 providing 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.

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.netsmartz.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/cseccy/>
- 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 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 the staff. This plan is updated annually to ensure that emergency response procedures and resources meet industry best practices. The school implements monthly 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). A "service animal" is defined by the ADA as "a DOG that has been individually trained to do work or perform tasks for an individual with a disability." Pets providing emotional support, comfort, companionship or well-being are NOT recognized as service animals under ADA regulations and CA health & safety codes. 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 is a process to identify specific student needs and determine interventions to support students who are struggling in the classroom. Based on students' needs (academics, behavioral), the team comes together to create individualized, high quality interventions that will be implemented and progress monitored for 2 Pre-SST cycles (4-6 weeks each), then 2 SST cycles (4-6 week), if there is not sufficient progress during the Pre-SST cycles.

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, 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 needs, 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 and observes 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 six 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 will then consult the Central Special Education team to consider a referral for a formal special education evaluation or a 504 plan.

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. Please note, for students without a formal diagnosis of a disability by a physician, regional center, or medical clinic, all CNCA schools must first go through the SST process discussed above in order to give students an opportunity to respond to individualized, high quality interventions before we assume a student benefits from special education. This is an organization-wide process that all schools in LAUSD go through to support students and is not a process unique to CNCA.

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." Gender identity is defined as a person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth. Gender identity means each person's internal understanding of their gender, or the perception of a person's gender identity, which may include male, female, a combination of male and female, neither male nor female, a gender different from the person's sex assigned at birth, or transgender. 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 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 Family Handbook with your student and contact the school administration with any questions or concerns you may have.

Student Searches

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law. Random student searches can be conducted as long as these random searches are based on special, school-wide needs such as ensuring school safety and should be truly random.

Restorative Justice

CNCA uses restorative practices as an approach to resolve conflict and heal harm. Restorative justice seeks the root cause behind individual and group behaviors instead of treating the behavior as an

isolated symptom or judging students as good or bad based on isolated incidents. These practices assume that all students are worthy and deserving, that behavior is learned, and that a specific incident is an extension of some other issue needing resolution.

Traditional Approach	Restorative Approach
What rule was broken?	What harm occurred and how has it impacted our relationships?
Who broke it?	What needs and obligations have arisen from that harm?
How do we punish them?	What harm occurred and how has it impacted our relationships?

Restorative Practices may include affective statements, community-building circles, small impromptu conferences, and establishment of classroom agreements or norms.

PreExpulsion Process

There are five mandatory expulsion offenses, five expected expulsion offenses, and then several named discretionary offenses for which a student may be expelled. A public school is mandated to expel a student for the following behaviors: 1. possessing or selling firearms, 2. threatening another person with a knife, 3. selling a controlled substance, 4. attempting or committing a sexual assault, 5. possessing an explosive.

A school must recommend and is expected to expel a student for five other behaviors if the allegations are found to be true. These include: 1. causing serious bodily injury, 2. possession of a knife, 3. possession or use of a controlled substance or alcohol, 4. robbery or extortion, 5. assault or battery on a school employee. All other offenses are discretionary on whether to expel and include damage to property, theft of property, possession of tobacco, possession of drug paraphernalia, hazing, bullying, or sexual harassment. Cal. Educ. Code. Section 48900.

If your child is facing expulsion, the student has the right to an expulsion hearing within thirty school days of the proposed expulsion. The school district must provide the student written notice of their expulsion hearing date at least ten days prior to the hearing. The notice must have the date, time, and

location of the hearing, a statement of specific facts and charges, a copy of the disciplinary rules, and a notice of parent due process rights. The student also has the right to request their student records and inspect evidence to be used against them before the expulsion hearing.

The student's expulsion hearing will be recorded. During the hearing, the student has the right to bring an advocate, including an attorney, to help tell his/her side of the events. The student has a right to confront and cross-examine witnesses at the hearing, question all the evidence, present oral and documentary evidence, and remain silent. During an expulsion hearing, the technical rules of evidence do not apply. This means that hearsay is allowed, but a school district cannot expel a student solely based on hearsay evidence. Cal. Educ. Code. Section 48918. After the hearing, the school district has five days to make its final expulsion decision.

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.
- (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) 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.

Opportunity to Transfer

Opportunity transfers may be voluntary or involuntary. Voluntary transfers are often initiated at the parent's request. Involuntary transfers are used as a means of discipline or alternative setting and do not require parental approval. There are two primary purposes for which disciplinary/involuntary Opportunity Transfers may be issued: 1) To promote the positive social adjustment of a particular student. 2) To promote school safety for all students.

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.

CNCA reserves the right to charge families for replacing damaged or broken technology, should the damage happen as a result of a student not properly caring for the technology being used.

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. 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. Upon receipt of a report or complaint alleging cyberbullying, CNCA will undertake an investigation. 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. After the investigation, students may be 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 identity 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.

PowerSchool Parent Portal: Access Your Student Grades

PowerSchool is a database application that runs on a server, which is the center of your student information system. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, parents, and students.

PowerSchool's Parent Portal provides parents/guardians confidential and real time access to information tied to their child(ren), such as grades. Please contact your school for access information and instructions. PowerSchool logins are granted by schools. Each school will verify your identity before giving you an account to help protect student data and privacy. Links are specific to each school. From there, you can log in to your school parent portal. You will need to create an account. Be sure to store your username and password in a secure manner.

Student Athlete Academic Guidelines

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.

Student-Athlete Responsibilities:

- Comply with the Family Handbook and code of conduct.
- Follow behavior guidelines established by school and coach/advisor.
- Meet expectations of all classes.
- Abstain from using any illegal substances; including but not limited to drugs and alcohol.

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.) Students may take college courses from Los Angeles City College (LACC) through a dual enrollment partnership with the college. These courses count towards general education requirements in college, not A-G requirements. Students must hold at least a 2.5 GPA, not have "F" grades in A-G courses for the current and previous term to be eligible for the program.

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 term "retention" means repeating an academic year of school. Retention is also called grade retention, being held back, or repeating a grade. Grade retention is the opposite of promotion, in which children continue with their peers regardless of academic performance. When kids haven't built the academic skills needed for the next grade, the school may advise retention or holding them back. The idea is that an extra year will help them catch up. But sometimes a child's academic struggles are just one factor.

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 at 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* (students may also wear any "Tigers" or DAL specific 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*.

For the Eisner Campus only:

- 6th - 8th grade students may wear black bottoms.

**Polo shirts are allowed with or without the CNCA logo.*

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 or offensive 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?**

Polo 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.

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

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 at 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. Parents are welcome on campus to observe; however, requests must be made in advance and approved by a school administrator. They must follow all guidelines set forth in the visitor 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 49403; California Health and Safety Code, Sections 120325-120375.)

California school law (AB 354) requires that all students be up to date on their immunizations in order to attend school. If at any point a student becomes non-compliant with vaccinations, the student shall be excluded from attending school until updated records have been submitted. The following are the immunization requirements organized by age:

Students Admitted at grades TK/K-6	Students Admitted at grades 7-12
Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) —5 doses (4 doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday; 3 doses meet the requirement if at least 1 dose of Tdap, DTaP or DTP vaccine was given on or after the 7th birthday; 1 or 2 doses of Td vaccine given on or after the 7th birthday count towards the requirement)	Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, Tdap, or Td)—5 doses (4 doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday; 3 doses meet the requirement if at least 1 dose of Tdap, DTaP or DTP vaccine was given on or after the 7th birthday; 1 or 2 doses of Td vaccine given on or after the 7th birthday count towards the requirement)
	Tdap booster required—1 dose required for 7th grade entry
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 4th birthday)
Hepatitis B—3 doses	Hepatitis B—3 doses
Measles, Mumps, and Rubella (MMR)—2 doses of measles, 2 doses of mumps, and 1 dose of rubella vaccine meet the requirement, separately or combined. (Only doses administered on or after the 1st birthday meet the requirements)	Measles, Mumps, and Rubella (MMR)—2 doses of measles, 2 doses of mumps, and 1 dose of rubella vaccine meet the requirement, separately or combined. (Only doses administered on or after the 1st birthday meet the requirements)
Varicella (Chickenpox)—2 doses	Varicella (Chickenpox)—2 doses
<i>Recommended for grade 6 and up, not required:</i> HPV - Human Papillomavirus (under AB 659)	<i>Recommended for grade 6 and up, not required:</i> HPV - Human Papillomavirus (under AB 659)

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 (SB276, SB714)

Beginning January 1, 2021 all new medical exemptions for school and child care entry must be issued through CAIR-ME. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

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.

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 Parents/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 parents 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 school 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

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. Previously, Camino Nuevo employed a "no-nit" policy; however, there "is no evidence that a no-nit policy prevents or shortens lengths of outbreaks"(Pollack et al., 2000, Williams et al., 2001). The CDPH Division of Communicable Disease Control, the Center for Disease Control and the American Academy of Pediatrics, are all opponents of no-nit policies as they are not based on "objective science and should be discontinued" (Mumcuoglu, 2007). **Therefore, the CDPH recommends that children should not be excluded from the classroom based on finding head lice or nits.**

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 school day, 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 web page 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 a school-parent compact to all parents/guardians of Title I students. The compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, 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/guardians of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents/guardians will be responsible for supporting their children's learning
- The importance of ongoing communication between parents/guardians and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents/guardians 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 Student & Family Services Coordinator or designee.

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. Parent Square 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. Go to the Apple Store or Google Store, search for the “Parent Square” app, and download it to your phone. You can also scan the QR codes below:



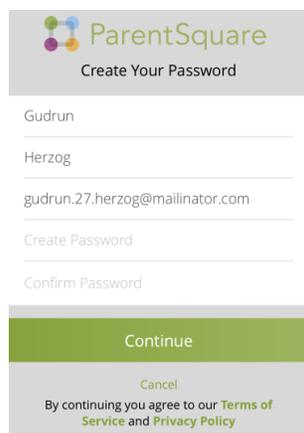
2. Open the ParentSquare App.

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. Tap “Continue.”

5. Create your password and confirm your password.



6. You will receive a registration code via email or text. Enter your registration code sent by Email or Text and tap “Verify.”

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 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.

Addressing School-Based Concerns

At Camino Nuevo, our goal is to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Therefore, when a parent/guardian has a concern, we want to ensure that we do everything we can to address that concern in a timely manner. When parents/guardians have a concern regarding their student, they should share their concern with the person directly related to it. All school staff can be contacted via email or Parent Square.

Parents/guardians can also visit the school office and schedule an appointment to meet with the person they are trying to reach. If parents/guardians reach out to someone regarding a concern and do not hear back from them within two (2) business days, they should reach out to them again before moving along to that person's supervisor.

It is important to keep in mind that staff will make every effort to respond as soon as possible to family communications. However, the workday sometimes precludes immediate responses. Additionally, staff may need some time to collect needed information before responding. We thank you for your patience and understanding as we work to resolve the matter as quickly as possible.

It is also important to remember that most questions and concerns are quickly addressed by communicating directly with the staff member closest to the situation. As you move further from the person present for an incident, the staff is less directly involved and usually needs additional time to research the concern before they can provide an answer.

Volunteering at School: Parent Involvement Policy

Various opportunities for parent involvement and support are provided at CNCA. Parents/guardians 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, at school events, on a daily, weekly, or monthly basis, and in the areas they feel comfortable in. All parents/guardians 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/guardians. In partnership with the School Site Council of each CNCA campus, CNCA developed the policy. Each year, CNCA also collects feedback from parents/guardians to inform any revisions to the policy that may be necessary. CNCA has distributed the policy to parents/guardians 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 Coordinator.

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 four 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. This 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 brainstorms ways to make parents/guardians aware of the importance of regular school attendance.
- **Site Based Council (SBC) - required committee:**
This 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 of 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 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:**
This is 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 with promoting the school (i.e. community walks, outreach, canvassing with flyers, etc.) and generating 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 should keep track and record their volunteer hours directly in the Parent Square app. For more information on how to track your hours, please see the "Tracking of Volunteer Hours" section below.

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:

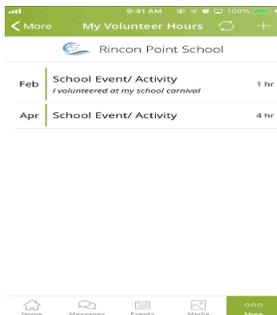
- Try not to compare students within the classroom.
- Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach.
- Work positively for the good of the school.
- Constructive criticism should be directed only to the 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.
- Don't compare one student with another; think of your child as their own person.
- Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures please contact your school's Student & Family Services Coordinator.

Tracking of Volunteer Hours

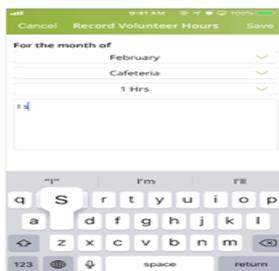
All volunteer hours need to be entered into the Parent Square App. Parents/guardians are asked to enter their volunteer hours after every meeting/event that they attend. Parents/guardians are encouraged to complete 15 hours of volunteer service per family/per school. Hours can be accrued by attending family workshops, Cafecitos, parent-teacher conferences, school events, school committee meetings, and classroom activities.

To track your hours in the Parent Square app, follow the steps below:

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 Coordinators or designee can answer questions regarding opportunities to volunteer, how to register for Parent Square, and how to track your volunteer hours.

Parent-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 per 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/guardians who signed up receive a reminder before the event.

Parent/Teacher conferences will be held on shortened days and minimum days. If you cannot attend your scheduled 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.

Classroom and School Visitation and Removal Policy

While CNCA encourages parents/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, parents/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.

Parents/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. Parents/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/guardians 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 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. Parents/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/Guardian, 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.

Five Ways You Can Make a Difference

As a parent/guardian you are your child's first teacher. Even while your child is in school, 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 Student & Family Services Coordinator what you can do.
4. Let your children know school is important. Ask about their homework. Attend school events and monthly parent meetings or 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.

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 Middle School, High School, and 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 Night
- 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

After School Program

Camino Nuevo has partnerships with multiple vendors to provide students with rich after school experiences in both enrichment 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 after school 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.

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 2024-2025 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 in grade 8.
2. Results from the i-Ready diagnostic assessment (administered BOY, MOY, and EOY during their 8th grade year and within the first three weeks of school in their 9th grade year) 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.

In addition, at the end of the 2023-2024 school year, all current Camino Nuevo 8th grade students will receive a letter that explains the recommended math course their child should take upon entering high school in the 2024-2025 school year. This letter will include i-Ready Diagnostic data from the 2023-2024 school year (BOY, MOY, EOY), their score on the CAASPP (if available), and the math class recommendation from their teacher.

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 retaking the course through Edgenuity (online course remediation system) during the school day, 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, 75 elective credits, 30 Seminar Credits, 40 service hours, 1 internship, and have completed four 4-year college applications.
- 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, 75 elective credits, 30 Seminar 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.). Students must be in compliance with their senior contract which includes but is not limited to passing all A-G courses and adhering to the attendance policy. Seniors who have not met these requirements may appeal to participate in senior events.

High School Retention Policy

Camino Nuevo High School tracks 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	165
		(16.5 year long-classes)	
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 4-year 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 **** Specific student populations, such as newcomers, foster, and/or homeless youth may be eligible to complete the state's minimum graduation requirements (see below) in lieu of A-G requirements. Eligibility will be determined by the administrative team and counselors at Dalzell Lance.			

State of California's Minimum High School Graduation Requirements			
Courses	Grade Type	Number of Courses	Credits****
English	C or higher	3 Courses	30
Mathematics *	C or higher	2 Courses	20
Science	C or higher	2 Courses	20
Social Studies	C or higher	3 Courses, including a one-semester course in American government and civics, and a one-semester course in economics	30
Visual or Performing Arts/ World Language	C or higher	1 Course	10
Physical Education **	C or higher	2 Courses	20
			130
*Students must complete a year of Algebra 1.			
** Complete PE 1 and PE2			

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 constitute 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 to 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

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

Classroom Issue
Situación en el salón de clase

Volunteer/Parent Program
Programa de Voluntarios/Padres

Instruction
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) / *Describe 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 (2024-2025 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): _____



Changes to the Student and Family Handbook for the 2024 – 2025 School Year

- New cover created
- Color coded the schools' scheduled
- Updated language to "Student-athletes Academic Guidelines"
- Updated language on "The CNCA TK – 8th grade uniform is"
- Added visuals to "Tracking Volunteer Hours in Parent Square"
- Deleted section on "Distance Learning"
- Added table with "State of California's Minimum High School Graduation Requirements"
- Updated language on "Birthday & Celebrations"
- Updated language on "Medical Conditions: Lice"
- Updated language on "Afterschool Program"
- Updated language on "Technology"
- Format change on "Student Cyber Safety"
- Updated language on "Gender Identity & Bathroom Access"
- Updated language on "Visiting the School"
- Updated language on "Parents, Visitors and Staff Code of Conduct"
- Updated language on "No Pets on Campus"
- Updated language on "Meal Program and Applications"
- Updated language on "California Mathematics Placement Policy for Students Entering 9th Grade"
- New sections:
 - Beacon Alert
 - Student Searches
 - Restorative Justice
 - Added comparison chart on Traditional Discipline/Punitive Approach vs Restorative Justice
 - Pre-Expulsion Process
 - Opportunity to Transfer

Coversheet

Title I School-Level Parental Involvement Policy

Section: IV. Consent Items
Item: B. Title I School-Level Parental Involvement Policy
Purpose: Vote
Submitted by:
Related Material: 24-25 Burlington Parent Involvement Policy.pdf
24-25 CAS_EIS Parent Involvement Policy.pdf
24-25 Cisneros Parent Involvement Policy.pdf
24-25 Kayne Parent Involvement Policy.pdf
24-25 Dalzell Parent Involvement Policy.pdf



Política de Participación de los Padres a Nivel Escolar del Título I Camino Nuevo Charter Academy, Burlington

Camino Nuevo Charter Academy, Burlington ha desarrollado una Política escrita de participación de los padres de Título I con aportes de los padres de Título I. En colaboración con los Consejos Escolares, Camino Nuevo Charter Academy desarrolló la política; Cada año, CNCA utiliza los datos de la encuesta de padres para informar cualquier revisiones a la póliza que sean necesarias. Ha distribuido la política a los padres de estudiantes de Título I. La política se distribuye al comienzo del año escolar a cada familia y está disponible en línea a través del sitio web de CNCA. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118 (a) - (f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Camino Nuevo Charter Academy, Burlington, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y el derecho de los padres a participar en el programa de Título I.
- Al comienzo de cada año escolar, la escuela lleva a cabo una orientación para padres donde se dan las principales revisiones programáticas y oportunidades de participación para el año.
- La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la tarde. Las reuniones de padres se programan por la mañana y por la noche para adaptarse a los horarios y maximizar la asistencia.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de padres de Título I. **

Durante nuestras reuniones del consejo escolar, el director solicita la opinión de los padres y maestros sobre qué programas y servicios valoran más; y qué área les gustaría que se enfatizara en el plan de financiamiento de la escuela.

La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. Los padres reciben información oportuna a través del boletín informativo Parent Square, reuniones mensuales para padres y otras reuniones especiales que puedan programarse.



La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia de los estudiantes que se espera que alcancen.

- Cada trimestre, durante el Café con el Director, se informa a los padres sobre el plan de estudios, las evaluaciones anuales internas y requeridas, las formas de interpretar los resultados y las herramientas para que los padres apoyen el progreso académico de sus hijos.
- A pedido de los padres de estudiantes de Título I, la escuela ofrece oportunidades para reuniones que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos.
- El Consejo Escolar se reúne mensualmente y brinda a los padres la oportunidad de participar en la toma de decisiones, plantear cualquier inquietud que puedan tener o solicitar una reunión privada con el líder de la escuela.

**Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La política debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Si la escuela tiene un proceso establecido para involucrar a los padres en la planificación y el diseño de los programas de la escuela, la escuela puede usar ese proceso si incluye una representación adecuada de los padres de niños del Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto entre la escuela y los padres

Camino Nuevo Charter Academy, Burlington, distribuye a los padres de estudiantes de Título I un Pacto Escolar para Padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se han asociado para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título.

- La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros a través de, como mínimo, conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal Y



maestros con una cita; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos

El Pacto entre escuela y padres se desarrolló con aportes de maestros y padres sobre las mejores formas posibles de apoyar a las familias y aumentar el rendimiento estudiantil. Cada año, este pacto se distribuye y explica a las familias en el momento de la inscripción. También se revisa con las familias durante las orientaciones de comienzo de año.

Desarrollar capacidad para la participación

Camino Nuevo Charter Academy, Burlington, involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a lograr estos objetivos, la escuela ha establecido las siguientes prácticas.

- La escuela brinda a los padres de Título I asistencia para comprender el estado académico, los estándares de contenido, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.
- Además de las conferencias de padres dirigidas por estudiantes, CNCA ha desarrollado varios talleres para padres que explican el lenguaje académico, las evaluaciones estatales y cómo interpretar los resultados de las pruebas, además de aclarar claramente cómo es la transición a Common Core. Estos talleres se repiten a lo largo del año para asegurar la comprensión y responder preguntas.
- La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el desempeño de sus hijos.
- Los talleres para padres incluyen actividades prácticas y otras actividades interactivas para brindarles a los padres la oportunidad de practicar las habilidades recién adquiridas
- En una serie de talleres para padres se entregan tareas a las familias para que puedan practicar en casa y compartir sus experiencias en la próxima sesión.
- Tener más talleres sobre las tareas y propósito
- Tener una videoteca de talleres. El propósito es para grabar los talleres instruccionales o cafecitos

Con la ayuda de los padres de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales. Durante las reuniones del equipo con los miembros del personal, así como los días de aprendizaje profesional para los maestros al comienzo del año escolar, se programan sesiones para educarlos sobre la importancia de asociarse con las familias.

La escuela coordina e integra el programa de participación de padres de Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos.



Nuestro campus cuenta con un Coordinador Familiar de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestro Coordinador de Familias también coordina oportunidades para que los padres se involucren en la comunidad escolar, así como eventos y talleres para empoderar y nutrir a nuestras familias para que se conviertan en defensores de la educación de sus hijos.

La escuela distribuye información relacionada con los programas, reuniones y otras actividades escolares y para padres a los padres de Título I en un formato e idioma que los padres comprendan. Toda comunicación con las familias es bilingüe y escrita de manera culturalmente sensible. Los folletos, las publicaciones de Parent Square, los carteles y las llamadas automáticas son fáciles de leer, escuchar y comprender.

Hay traductores disponibles durante las reuniones de padres, incluidas conferencias y talleres, para garantizar la comprensión y maximizar la comunicación.

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres de Título I.

- Nuestro Coordinador Familiar recopila comentarios e información de los padres líderes del Consejo Escolar para planificar actividades escolares. El Coordinador Familiar trabaja estrechamente con los padres para crear eventos exitosos en los que se les pide que participen y se apoyen mutuamente. Nuestro Coordinador Familiar supervisa cuidadosamente los eventos y se realizan los ajustes correspondientes.

Accesibilidad

Camino Nuevo Charter Academy, Burlington brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migrantes. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden. Se anima a los padres a participar en la comunidad escolar y en la vida académica de sus estudiantes. Entendemos que cada familia tiene necesidades diferentes y que su nivel de participación variará. Por este motivo, nuestra escuela ofrece una amplia gama de oportunidades de voluntariado donde las familias pueden elegir la forma más conveniente de participar e involucrarse en la comunidad escolar.

Otra forma de llegar a las familias que tienen dificultades para asistir a la escuela es mediante visitas domiciliarias. Se fomentan las visitas domiciliarias como herramienta para conectarse con las familias y ofrecer apoyo cuando la escuela se vuelve difícil.



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. 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 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].

Involvement of Parents 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 parents' right to participate in the Title I program.
- At the beginning of each school year, the school holds a parent orientation, where the main programmatic reviews and participation opportunities for the year take place.
- The school offers a flexible number of Title I parent meetings, such as morning or afternoon meetings. Parent meetings are scheduled in the morning and evening 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 they would 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 quarter, during Coffee with the Principal, parents are informed about the curriculum, internal and required annual assessments, ways to interpret results, and tools for parents to support their children's academic progress.
- At the request of parents of Title I students, the school offers opportunities for meetings that allow parents to participate in decisions related to their child's education.
- The School Council meets monthly and provides parents 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, all school staff and students will share the responsibility for improving student academic achievement. It describes specific ways the school and families have partnered 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 in which parents will be responsible for supporting their children's learning
- The importance of continuous communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff AND teachers by appointment; opportunities for parents to volunteer and participate in their child's class;

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.



Building Capacity for Involvement

Camino Nuevo Charter Academy, Burlington Campus engages Title I parents in meaningful interactions with the school. It supports a partnership between staff, parents, and the community to improve students academic achievement. To help achieve these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding their children's academic status, content standards, assessments, and how to monitor and improve their children's performance.
- In addition to student-led parent conferences, CNCA has developed several parent workshops 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.
- 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 and other interactive activities to give parents the opportunity to practice newly acquired skills
- In a series of parenting workshops, families are given homework so they can practice at home and share their experiences in the next session.
- Have more workshops on homework and purpose
- Have a video library of workshops. The purpose is to record the instructional workshops or coffees.

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 empower and nurture 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 collects feedback and information from School Council parent leaders to plan school activities. The Family Coordinator works closely with parents to create successful events in which they are asked to participate and support each other. Our Family Coordinator carefully monitors events and adjustments are made accordingly.

Accessibility

Camino Nuevo Charter Academy, Burlington 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 participate in the school community and in their student's' academic lives. We understand that each family has different needs and that their 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 get involved in the school community.

Another way to reach families who have difficulty attending school is through home visits. Home visits are encouraged as a tool to connect with families and offer support when school becomes difficult.



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Política de Participación de los Padres a Nivel Escolar del Título I Camino Nuevo Charter Academy #3 (Castellanos/Eisner)

Camino Nuevo Charter Academy #3 ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. Esta política se desarrolló mediante consulta con el consejo local y en nuestra reunión anual de padres de Título I. La política se distribuyó a los padres de estudiantes de Título I a través de nuestra plataforma en línea (Parent Square) y se imprimió. También hay copias disponibles a pedido en nuestra oficina principal. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Camino Nuevo Charter Academy #3 se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I.
Al comienzo de cada año escolar, la escuela lleva a cabo juntas virtuales y en persona para padres donde la coordinadora de servicios de familia comparte con familias las nuevas actualizaciones para el año escolar y el equipo de liderazgo comparte las oportunidades programáticas y se anima a que los padres se involucren para el año.
- La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche.
Las reuniones de padres se programan por la mañana y por la tarde para adaptarse a los horarios y maximizar la asistencia. A plazo de la petición de los padres nuestras reuniones son ambos en persona y virtualmente a través de Google Meets.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I.**
Durante nuestras reuniones del Concilio Escolar, el director solicita comentarios de los padres y maestros sobre qué programas y servicios valoran más; y qué área les gustaría que se enfatizara en el plan de financiación de la escuela. Los padres de Título I que son miembros del ELAC (Comité Asesor del Idioma Inglés) también son parte del proceso de seguimiento y revisión del LCAP a través de recomendaciones al final del año escolar en apoyo de los estudiantes EL y el plan de estudios.

School Year 2024-2025
Board Approved: _____



- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I.

Los padres reciben un boletín quincenal, a través de Parent Square, que les notifica sobre cambios, eventos escolares, talleres y próximas reuniones de padres. Además, los padres reciben información a través del Concilio Escolar y el Café con el Liderazgo mensual. El Coordinador de Servicios Familiares tiene horas de oficina semanales en línea para que los padres asistan.
- La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.

Esta información se comparte durante la Noche de Regreso a Clases que se lleva a cabo entre agosto-septiembre de cada nuevo año escolar. Se invita a los padres a reunirse directamente con los maestros para conocer las evaluaciones, el plan de estudios y las expectativas. A lo largo del año escolar, los padres de Título I están invitados a asistir a talleres académicos (Matemáticas, Lectura, etc.) para desarrollar su capacidad de apoyar el aprendizaje de sus hijos en casa.
- Si lo solicitan los padres de estudiantes de Título I, la escuela brinda oportunidades para reuniones regulares que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos.

Los padres de Título I tienen esa oportunidad a través de nuestro Concilio Escolar. El Concilio se reúne cada mes y brinda a los padres la oportunidad de participar en la toma de decisiones, plantear inquietudes que puedan tener o solicitar una reunión privada con el líder de la escuela.

**Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La política debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Si la escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño de los programas de la escuela, la escuela puede utilizar ese proceso si incluye una representación adecuada de los padres de niños del Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto entre la escuela y los padres

Camino Nuevo Charter Academy #3 distribuye a los padres de estudiantes de Título I un convenio entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias colaboran para ayudar a los niños a alcanzar



los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del aula.

El Pacto entre escuela y padres se desarrolló con aportes de maestros y padres sobre las mejores formas posibles de apoyar a las familias y aumentar el rendimiento estudiantil. Cada año, este pacto se distribuye y explica a las familias durante el período de inscripción.

Desarrollar capacidad para la participación

Camino Nuevo Charter Academy #3 involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

- La escuela brinda a los padres de Título I asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.
Camino Nuevo Charter Academy #3 ha desarrollado varios talleres para padres que explican las evaluaciones estatales y cómo interpretar los resultados de las pruebas. Los talleres se repiten anualmente para asegurar la comprensión y responder preguntas.
- La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
Camino Nuevo Charter Academy #3 ofrece a los padres talleres que los apoyan para ayudar a sus hijos a lograr el éxito académico. Durante el año escolar ofrecemos talleres sobre varios temas específicos del aprendizaje en clase: ELA y Matemáticas. Además, ofrecemos talleres sobre pruebas SBAC, puntajes ELPAC, salud mental y otros temas. Además, los padres de Título I que participan en el club de lectura anual para padres reciben un libro gratis y se les anima a modelar la lectura en casa.



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- Con la ayuda de los padres de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales.

“Padres como Socios” es una parte integral de la misión de CNCA. Todo el personal nuevo recibe capacitación como parte de su capacitación de inducción para nuevos empleados cuando comienzan a trabajar en Camino Nuevo. Los maestros también tienen acceso directo a los padres a través de Parent Square para aumentar la comunicación entre maestros y padres. Todos los profesores tienen su propia cuenta y reciben formación continua.
- La escuela coordina e integra el programa de participación de padres de Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos.

Camino Nuevo Charter Academy #3 tiene un Coordinador de Servicios Familiares de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestro Coordinador de Servicios Familiares coordina oportunidades para que los padres se involucren en la comunidad escolar a través de la participación en talleres, eventos y actividades en línea para desarrollar la capacidad de nuestras familias, empoderándolas y animándolas a convertirse en defensores de la educación de sus hijos.
- La escuela distribuye información relacionada con los programas, reuniones y otras actividades escolares y para padres a los padres de Título I en un formato y lenguaje que los padres comprendan.

Camino Nuevo Charter Academy #3 lleva a cabo todas las reuniones de forma bilingüe. Toda comunicación con las familias es bilingüe y escrita de manera culturalmente sensible. La escuela distribuye una publicación quincenal en los medios a través de Parent Square, tanto en inglés como en español. El centro para padres está abierto a todas las familias que necesitan ayuda. Los maestros también están disponibles para ayudar a las familias con la traducción de las tareas, etc.
- La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I.

Camino Nuevo Charter Academy #3 tiene un Coordinador de Servicios Familiares de tiempo completo que revisa los resultados de la encuesta anual para padres, las reuniones del SBC y las reuniones anuales del Título I para ajustar el programa en consecuencia. El Coordinador de Servicios Familiares trabaja estrechamente con los padres de Título I para crear actividades exitosas en las que se les pide a los padres que participen y se apoyen unos a otros.

Accesibilidad



Camino Nuevo Charter Academy #3 brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden.

Todos los documentos están disponibles en inglés y español. La mayoría del personal es bilingüe, pero si es necesario, hay traductores disponibles, como el personal de recepción, los asistentes del plantel y otro personal bilingüe. En las reuniones del IEP se proporciona un traductor a la familia (si es necesario). Durante las conferencias de padres, se proporciona un traductor a los maestros (específicamente en el plantel de la escuela intermedia). Si hay problemas de alfabetización, nuestro Coordinador de Servicios Familiares está disponible para ayudar con la lectura y comprensión de los documentos.



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.
At the beginning of each school year, the school holds in-person and virtual informational meetings for parents to receive updates from the Family Services Coordinator. In addition, members of the Leadership team review 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 are scheduled mornings and afternoons to accommodate schedules and maximize attendance. As requested by the families, our meetings are held both in-person and virtually to meet the different needs of our families via Google Meets.
- 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.
- The school provides parents of Title I students with timely information about Title I programs.
Parents receive bi-weekly newsletter posts, via Parent Square, that notify them of 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. In addition, the Family Services Coordinator has weekly online office hours for parents to attend.

- 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 between August - September 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. Every year, this compact is distributed and explained to families during enrollment time.

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. In addition, Title I parents who participate in the annual parent book club get a free book and are encouraged to model reading at home.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on 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.



- 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 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 (specifically at the middle school campus). If there are issues of literacy, our Family Services Coordinator is available to assist with the reading and understanding of documents.



Política de Participación de los Padres a Nivel Escolar del Título I Camino Nuevo Charter Academy - Sandra Cisneros

Camino Nuevo Charter Academy - Sandra Cisneros ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I a través de la participación con el Consejo Escolar y el uso de datos recopilados de la Encuesta Familiar anual de CNCA. Ha distribuido la política a los padres de estudiantes de Título I. La política se distribuye a los padres al comienzo del año académico a través de Parent Square y está disponible en línea a través del sitio web de Camino Nuevo. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Camino Nuevo Charter Academy - Sandra Cisneros, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I.
Al comienzo de cada año escolar, la escuela lleva a cabo reuniones de orientación para padres donde el director y el equipo de liderazgo revisan las oportunidades programáticas y de participación para el año y continúan brindando actualizaciones según sea necesario a los padres mensualmente.
- La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche.
Las reuniones de padres se programan por la mañana y por la tarde para adaptarse a los horarios y maximizar la asistencia en persona y se han ampliado las reuniones de padres a reuniones nocturnas en línea para fomentar la participación de los padres.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I. **
Durante las reuniones del Consejo Escolar de abril y mayo, el director solicita comentarios de los padres y maestros sobre qué programas y servicios valoran más y qué área les gustaría que se enfatizara en el plan de financiación de la escuela.
- La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas de Título I.



Los padres reciben información oportuna a través de actualizaciones semanales a través de la aplicación de comunicación Parent Square, calendario mensual, boletines informativos, reuniones mensuales de padres y otras reuniones especiales que puedan programarse.

- La escuela brinda a los padres de estudiantes del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.

Se ofrecen talleres para padres durante todo el año para explicar el plan de estudios, las evaluaciones internas y requeridas anuales, las formas de interpretar los resultados y las herramientas y estrategias para que los padres apoyen el progreso académico de sus hijos.

- Si lo solicitan los padres de estudiantes de Título I, la escuela brinda oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos.
Las reuniones del Consejo Escolar y del Café con el Equipo de Liderazgo se llevan a cabo mensualmente y brindan a los padres la oportunidad de participar en la toma de decisiones y plantear las inquietudes que puedan tener. Los padres pueden solicitar una reunión privada con el líder de la escuela comunicándose con la escuela o visitando la oficina principal de la escuela, a través de Parent Square y/o programando una reunión virtual.

**Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La política debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Si la escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño de los programas de la escuela, la escuela puede utilizar ese proceso si incluye una representación adecuada de los padres de niños del Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto entre la escuela y los padres

Camino Nuevo Charter Academy - Sandra Cisneros distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

- La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad.



- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos.
- La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del salón de clases

El Pacto entre escuela y padres se desarrolló con aportes de maestros y padres sobre las mejores formas posibles de apoyar a las familias y aumentar el rendimiento estudiantil. Cada año, este pacto se distribuye y explica a las familias durante el período de inscripción. También se revisa con las familias durante las orientaciones de principios de año y se publica en la plataforma Parent Square y en el sitio web de CNCA para facilitar el acceso.

Desarrollar capacidad para la participación

Camino Nuevo Charter Academy - Sandra Cisneros involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

- La escuela brinda a los padres de Título I asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.
Incluyendo conferencias entre familias y padres, Camino Nuevo Charter Academy - Sandra Cisneros ha desarrollado varios talleres para padres que explican el lenguaje académico, las evaluaciones estatales y cómo interpretar los resultados de las pruebas, además de aclarar claramente cómo es la transición a los Estándares Estatales Básicos Comunes. Estos talleres se repiten durante todo el año para asegurar la comprensión y responder preguntas. Los talleres se ofrecerán de forma presencial y virtual.
- La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
Los talleres para padres incluyen actividades prácticas y otras actividades interactivas para brindarles a los padres la oportunidad de practicar habilidades recién adquiridas. En algunas series de talleres se entregan tareas a las familias para que puedan practicar en casa y compartir sus experiencias en la siguiente sesión. Los talleres para padres y los eventos y actividades de participación familiar están alineados con el plan de estudios de la escuela.
- Con la ayuda de los padres de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales.



Durante las reuniones del equipo con los miembros del personal, así como los días de desarrollo profesional para los maestros al comienzo del año escolar, se programan sesiones para educar al personal sobre la importancia y el valor de asociarse con las familias. Camino Nuevo Charter Academy - Sandra Cisneros ha desarrollado el “Triángulo para el éxito académico” donde los padres desempeñan un papel vital al trabajar con los maestros para apoyar el rendimiento académico.

- La escuela coordina e integra el programa de participación de padres de Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos.

La escuela cuenta con un Coordinador de Servicios Familiares de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestro Coordinador de Servicios Familiares también coordina oportunidades para que las familias se involucren en la comunidad escolar, así como eventos y talleres para desarrollar la capacidad de nuestras familias, empoderándolas y animándolas a convertirse en defensores de la educación de sus hijos y acceder a los recursos comunitarios.

- La escuela distribuye información relacionada con los programas, reuniones y otras actividades escolares y para padres a los padres de Título I en un formato e idioma que los padres comprendan.

Toda la comunicación con las familias se realiza tanto en inglés como en español, los idiomas principales que hablan las familias dentro de la comunidad escolar. La comunicación se escribe de una manera culturalmente sensible. Los folletos, boletines, carteles y convocatorias son fáciles de leer, escuchar y comprender. La comunicación se realiza a través de papel, se publica en el sitio web y en las redes sociales, así como en la aplicación Parent Square de comunicación escolar. Los traductores están disponibles durante las reuniones de padres, incluidas conferencias y talleres, para asegurar la comprensión y maximizar la comunicación.

- La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres de Título I.

El Coordinador de Servicios Familiares de la escuela recopila comentarios e información de los líderes de padres del Consejo Escolar para planificar las actividades escolares. Trabaja en estrecha colaboración con los padres para crear eventos exitosos en los que se les pide a las familias que participen y se apoyen mutuamente y que incluyan cómo mantener seguros a nuestros estudiantes antes, durante y después de la escuela, incluido, entre otros, dejar y recoger a través del sistema de valet/carpool. Nuestro Coordinador de Servicios Familiares y los directores de la escuela supervisan cuidadosamente los eventos y se realizan los ajustes correspondientes.



- **La escuela también solicita comentarios de los padres a través de encuestas familiares anuales en su idioma preferido.**

Accesibilidad

Camino Nuevo Charter Academy - Sandra Cisneros brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden.

Se invita a las familias a participar en la comunidad escolar y en la vida académica de sus hijos en diferentes niveles. Entendemos que cada familia tiene necesidades diferentes y que su nivel de implicación va a variar. Por esta razón, nuestra escuela ofrece una amplia gama de oportunidades de voluntariado donde las familias pueden elegir la forma más conveniente de participar e involucrarse en la comunidad escolar. Hay oportunidades disponibles antes, durante y después de la escuela. Otra forma de llegar a las familias a las que les resulta difícil asistir a la escuela es mediante visitas domiciliarias. Se fomentan las visitas domiciliarias como herramienta para establecer una conexión con las familias y ofrecer apoyo cuando la asistencia a la escuela se vuelve difícil.



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 during 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 areas they would 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 weekly updates via the Parent Square 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 and 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



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 on Parent Square and the CNCA 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 in the next session. Parent workshops and family engagement events and activities are aligned to the school's curriculum.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on 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 websites and social media outlets as well as the 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 after school and 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 Principal and adjustments are made accordingly.
- The school also solicits feedback from parents through annual family surveys in their 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.



Política de Participación de los Padres a Nivel Escolar del Título I Camino Nuevo Charter Academy, Kayne Siart

Camino Nuevo Charter Academy, Kayne Siart ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. En asociación con los consejos escolares, Camino Nuevo Charter Academy desarrolló la política. Cada año, CNCA también recopila comentarios de los padres para informar cualquier revisión de la política que pueda ser necesaria. Ha distribuido la política a los padres de estudiantes de Título I. La política se distribuye al comienzo del año escolar a cada familia y está disponible en línea a través del sitio web de CNCA. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Camino Nuevo Charter Academy, Campus Kayne Siart, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. Al comienzo del año escolar, la escuela lleva a cabo reuniones de orientación para padres donde el director revisa las oportunidades de participación para los padres y comparte elementos esenciales de los marcos de enseñanza utilizados en las aulas. Revisamos nuestra misión y objetivos y presentamos los resultados de los datos para desarrollar un plan de acción para el año. También se proporciona información durante nuestras reuniones mensuales de café para padres, que se llevan a cabo dos veces al mes.
- La escuela ofrece un número flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche. Las reuniones de padres se ofrecen por la mañana, durante el día escolar y por la tarde para acomodar los horarios y maximizar la asistencia. Las reuniones de comienzo de año también se llevan a cabo por nivel de grado para brindar información orientada a las necesidades específicas del nivel de grado.
- La escuela involucra a los padres de los estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I.** Durante las reuniones del Consejo Escolar, el director solicita comentarios de los padres y maestros sobre qué programas y servicios valoran más y cuáles han tenido un impacto positivo en el rendimiento de los estudiantes para garantizar que se prioricen en el plan de financiación de la escuela.
- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. La escuela brinda información oportuna a través de boletines semanales de los jueves, ParentSquare,



llamadas automáticas, publicaciones en los medios, reuniones mensuales de café para padres, reuniones trimestrales de nivel de grado y otras reuniones de comités escolares programadas durante todo el año.

- La escuela brinda a los padres de estudiantes del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
- Se ofrecen varios talleres para padres a lo largo del año para explicar el plan de estudios, la instrucción y las mejores prácticas utilizadas en los salones de clase que apoyan a los estudiantes en el aprendizaje de estándares básicos comunes altos y rigurosos a nivel de grado. A lo largo de los diversos talleres ofrecidos, la escuela comparte datos, marcos/programas de instrucción, evaluaciones utilizadas para recopilar datos y brinda oportunidades para que los padres visiten las aulas para ver cómo se utilizan los programas de Título I de primera mano.
- Si lo solicitan los padres de los estudiantes del Título I, la escuela ofrece oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. El consejo del sitio escolar y el comité ELAC se reúnen una vez al mes y brindan a los padres, estudiantes y personal la oportunidad de participar en el proceso de toma de decisiones, compartir inquietudes y sugerencias que puedan tener y solicitar reuniones individuales con los líderes escolares. ELAC también puede solicitar observar el salón de clases durante la instrucción de ELD.

**Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La política debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Si la escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño de los programas escolares, la escuela puede usar ese proceso si incluye una representación adecuada de los padres de los niños del Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto entre la escuela y los padres

Camino Nuevo Academy, Kayne Siart distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.



- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad.
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros a través de, como mínimo, conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del salón de clases

El Pacto Escuela-Padres fue desarrollado con aportes de maestros y padres. El proceso incluyó, análisis de datos (ELA, Matemáticas, ELD, Encuestas para padres y estudiantes), debates sobre marcos y sistemas que ya muestran resultados positivos e impactantes, y conversaciones sobre lo que debe ser en su lugar para apoyar las áreas de crecimiento. Cada año, este pacto se comparte con las familias a través de nuestras sesiones de orientación de inicio de año.

Creación de capacidad para la participación

Camino Nuevo Charter Academy, Kayne Siart involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- La escuela brinda a los padres del Título I asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos. A lo largo del año, los padres participan en al menos tres conferencias de padres en las que se comparte información específica sobre los éxitos y desafíos de los estudiantes. Además, las reuniones mensuales de café para padres y los talleres para padres también ofrecen información sobre las evaluaciones estatales, los resultados de las pruebas y el plan de estudios/marcos que se enfocan en cumplir con las expectativas del nivel de grado.
- La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos. Los talleres para padres incluyen lecciones y actividades de aprendizaje práctico que brindan a los padres una comprensión de los marcos de enseñanza de la escuela. También se ofrecen talleres de nivel de grado y de clases individuales para compartir con los padres los conceptos específicos que se cubren cada trimestre. Además, la escuela también lleva a cabo eventos familiares en toda la escuela en los que los padres participan en actividades planificadas de nivel de grado con sus hijos.



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- Con la ayuda de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales. Camino Nuevo Charter Academy cree que los padres juegan un papel crucial en el éxito social, emocional y académico de los estudiantes. Los maestros trabajan en estrecha colaboración con las familias, se reúnen con ellas regularmente y las involucran en las celebraciones del final de la unidad sobre el aprendizaje de sus hijos.
- La escuela coordina e integra el programa de participación de los padres del Título I con otros programas y realiza otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos.
- Camino Nuevo Charter Academy, Kayne Siart Campus tiene un Coordinador Familiar de tiempo completo cuya principal prioridad es garantizar que los padres se sientan escuchados, apoyados e informados. El Coordinador Familiar lleva a cabo reuniones diarias con padres individuales, brinda talleres semanales para padres, invita a otras organizaciones públicas a brindar servicios a nuestras familias y sirve como puente para la comunicación entre maestros y padres cuando es necesario. Ella es totalmente bilingüe y participa en reuniones mensuales con otros Coordinadores de Servicios para Estudiantes y Familias de la organización CNCA para colaborar en la provisión de los recursos necesarios para apoyar mejor a la comunidad escolar.
- La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I en un formato y lenguaje que los padres entiendan. Se proporciona comunicación bilingüe constante con las familias diariamente, semanalmente y mensualmente. Los volantes, los boletines semanales, los carteles, las llamadas automáticas y un tablero para padres en la oficina principal se controlan de cerca para garantizar que los padres tengan la información que necesitan. Además, los traductores están disponibles para solicitudes de reuniones de padres, reuniones regulares de padres y maestros, talleres y/o conferencias de padres.
- La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I. El Coordinador Familiar de la escuela recopila comentarios e información de los padres a través de encuestas, comités y reuniones individuales con los padres. Ella trabaja en estrecha colaboración con los padres y ayuda a crear sistemas claros que ayudan a los padres a tener claridad sobre su participación en eventos comunitarios, excursiones escolares y otras actividades relacionadas con la escuela. El Coordinador Familiar de la escuela apoya y supervisa cuidadosamente los eventos escolares para garantizar que nuestros padres se sientan incluidos y valorados.

Accesibilidad



Camino Nuevo Charter Academy, Kayne Siart brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y un idioma que los padres entienden.

- Se brindan varias oportunidades para la participación y el apoyo de los padres en Camino Nuevo, Kayne Siart. Los padres son bienvenidos a ser voluntarios en los momentos que mejor funcionen para ellos. Las oportunidades para que se involucren y participen pueden tener lugar por la mañana, durante el día escolar, después de la escuela, eventos escolares, diariamente, semanalmente o mensualmente y en las áreas en las que se sientan cómodos. Todos los padres son bienvenidos y se les anima a participar y ser parte de nuestra comunidad escolar. Si el idioma es una barrera, brindamos el apoyo necesario para asegurarnos de que todos estén incluidos. La escuela proporciona enlaces a reuniones grabadas y talleres pregrabados para padres que necesitan acceso flexible a información y recursos.



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 and 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 provides 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 committees meet once a month and provide 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 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 about 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 workshops 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 on 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.



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- 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.
- 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 are 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 in community events, school field trips, and other school related activities. The school's Family Coordinator supports 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 support 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.



Política de Participación de los Padres a Nivel Escolar del Título I Escuela Secundaria Camino Nuevo No. 2, Dalzell Lance

La Escuela Secundaria Camino Nuevo No. 2 ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. En asociación con el Consejo Escolar, la Escuela Secundaria Camino Nuevo No. 2 desarrolló la política. Cada año, CNCA utiliza datos de encuestas a padres para informar cualquier revisión de la política que pueda ser necesaria. Ha distribuido la política a los padres de estudiantes de Título I. La política se distribuye al comienzo del año escolar a cada familia y está disponible en línea a través del sitio web de CNCA. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Camino Nuevo High School No. 2, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I.
Al comienzo de cada año escolar, la escuela lleva a cabo una reunión de orientación para padres donde el equipo de liderazgo revisa las oportunidades programáticas y de participación para el año.
- La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche.
Las reuniones de padres, como Café con Liderazgo y reuniones de padres de nivel de grado con el Centro Universitario, se programan por la mañana y por la tarde para adaptarse a los horarios y maximizar la asistencia. Se ofrecerán reuniones virtuales y en persona.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I.**
Durante las reuniones del Consejo Escolar de abril y mayo, el director solicita comentarios de los padres y maestros sobre qué programas y servicios valoran más; y qué área les gustaría que se enfatizara en el plan de financiación de la escuela.
- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I.
Los padres reciben información oportuna a través de Parent Square y llamadas automáticas, boletines semanales, reuniones mensuales de padres y otras reuniones especiales que puedan programarse.



Los padres de estudiantes de Título 1 tendrán acceso a capacitaciones y talleres sobre cómo usar Parent Square y PowerSchool para ayudarlos a monitorear el progreso académico de sus hijos y comunicarse con los maestros y el personal de la escuela.

- La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.

Se ofrecen talleres para padres al menos dos veces al año para explicar el plan de estudios, las evaluaciones internas y requeridas anuales, las formas de interpretar los resultados y las herramientas para que los padres apoyen el progreso académico de sus hijos.

- Si lo solicitan los padres de estudiantes de Título I, la escuela brinda oportunidades para reuniones regulares que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. **El Consejo Escolar se reúne cada mes y brinda a los padres la oportunidad de participar en la toma de decisiones, plantear inquietudes que puedan tener o solicitar una reunión privada con el líder de la escuela.**

**Puede ser útil incluir la revisión de la política de participación de los padres en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La política debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Si la escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño de los programas de la escuela, la escuela puede utilizar ese proceso si incluye una representación adecuada de los padres de niños del Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto entre la escuela y los padres

La Escuela Secundaria Camino Nuevo No. 2 distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

- La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos



- La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del salón de clases

El Pacto entre escuela y padres se desarrolló con aportes de maestros y padres sobre las mejores formas posibles de apoyar a las familias y aumentar el rendimiento estudiantil. Cada año, este pacto se distribuye y explica a las familias durante el período de inscripción. También se revisa con las familias durante las orientaciones de comienzo de año.

Desarrollar capacidad para la participación

La Escuela Secundaria Camino Nuevo No. 2 involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

- La escuela brinda a los padres de Título I asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.
Camino Nuevo High School No. 2 ha desarrollado varios talleres para padres que explican el lenguaje académico, las evaluaciones estatales y cómo interpretar los resultados de las pruebas, además de aclarar claramente los requisitos de graduación A-G. Estos talleres se repiten durante todo el año para asegurar la comprensión y responder preguntas.
- La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
Los talleres para padres incluyen actividades prácticas y otras actividades interactivas para brindarles a los padres la oportunidad de practicar las nuevas habilidades adquiridas. La escuela utilizará planes de estudio de participación de los padres para continuar desarrollando capacidades y apoyo para que los padres de Título 1 se sientan seguros de desempeñar un papel activo en la vida académica y socioemocional de sus hijos. Se proporcionarán videos/grabaciones adicionales de talleres y capacitaciones de manera más continua.
- Con la ayuda de los padres de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales.
Durante las reuniones del equipo con los miembros del personal, así como los días de aprendizaje profesional para los maestros a lo largo del año escolar, se programan sesiones para educarlos sobre la importancia de asociarse con las familias. Se utilizarán herramientas de comunicación entre la escuela y el



hogar, como ParentSquare, para crear un medio de comunicación accesible entre los maestros, el personal escolar y las familias. CNCA ha desarrollado el "Triángulo para el éxito académico", donde los padres desempeñan un papel vital al trabajar con los maestros para apoyar el rendimiento académico. Los maestros/personal de la escuela enviarán comunicaciones semanales a casa para proporcionar actualizaciones y una comunicación constante entre la escuela y el hogar.

- La escuela coordina e integra el programa de participación de padres de Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos.

Nuestro campus cuenta con un Coordinador Familiar que supervisa nuestro programa para la participación de familias y padres y trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. También se establecen asociaciones con organizaciones comunitarias para brindar mayor acceso y conocimiento de las organizaciones locales que pueden apoyar a nuestros padres de Título I. El Coordinador de Familias también coordina oportunidades para que los padres se involucren en la comunidad escolar, así como eventos y talleres para desarrollar la capacidad de nuestras familias, empoderándolas y animándolas a convertirse en defensores de la educación de sus hijos.

- La escuela distribuye información relacionada con los programas, reuniones y otras actividades escolares y para padres a los padres de Título I en un formato e idioma que los padres comprendan.

Toda comunicación con las familias es bilingüe y escrita de manera culturalmente sensible. Los folletos, boletines, carteles y llamadas automáticas son fáciles de leer, escuchar y comprender. Los traductores están disponibles durante las reuniones de padres, incluidas conferencias y talleres, para asegurar la comprensión y maximizar la comunicación.

- La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I.

Nuestra escuela recopila comentarios e información de los líderes de padres del Consejo Escolar para planificar las actividades escolares. Trabajamos estrechamente con los padres para crear eventos exitosos en los que se les pide que participen y se apoyen unos a otros. Los eventos son monitoreados cuidadosamente por nuestro miembro del personal que supervisa el programa para padres y se realizan los ajustes correspondientes.

Accesibilidad

La Escuela Secundaria Camino Nuevo No. 2 brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes



migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden.

Se pide a los padres que se involucren en la comunidad escolar y en la vida académica de sus hijos en diferentes niveles. Entendemos que cada familia tiene necesidades diferentes y que su nivel de implicación va a variar. Por este motivo, nuestro colegio ofrece una amplia gama de oportunidades de voluntariado donde las familias pueden elegir la forma más conveniente de participar e involucrarse en la comunidad escolar. Otra forma de llegar a las familias a las que les resulta difícil asistir a la escuela es mediante visitas domiciliarias. Se fomentan las visitas domiciliarias como herramienta para establecer una conexión con las familias y ofrecer apoyo cuando la asistencia a la escuela se vuelve difícil.



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 Leadership Team 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 and in-person meetings will be offered to parents.
- 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 training 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 an active role in their child’s academic and social emotional life. Additional video/recordings of workshops and training 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 on how to work with parents as equal partners.

During team meetings with staff members, as well as professional learning days for teachers 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 to and understand. Translators are readily 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 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.

Coversheet

Homeless & Foster Youth Students Policy

Section: IV. Consent Items
Item: C. Homeless & Foster Youth Students Policy
Purpose: Vote
Submitted by:
Related Material: Homeless & Foster Youth Students Policy.pdf



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Integrated Support Services: Homeless & Foster Youth Students Policy

This policy is intended to adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

I. Definition of a “Homeless Student”:

The McKinney-Vento Homeless Assistance Act defines “homeless” as follows: the term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence, including but not limited to:

- a. Primary nighttime residence that is a shelter designated to provide temporary living accommodations including, but not limited to, motels/hotels, family shelters, domestic violence shelters, congregate shelters, and transitional housing.
- b. Living in a car, park, abandoned building, garage, substandard housing, or other public or private places not designed for, or ordinarily used as a regular sleeping accommodation, for human beings.
- c. Temporarily living in a trailer park or camping area with his/her family, because of a lack of adequate living accommodations.
- d. Living “doubled –up”. These are children and youth who are temporarily sharing the housing of other families due to loss of housing, stemming from financial problems (e.g., loss of job, eviction, or natural disaster). *Families who share housing due to cultural preferences or convenience would not be considered homeless.*
- e. Youth abandoned at a hospital.
- f. Residing in a home for unwed mothers as a school-aged, unwed mother, or mother-to-be, if there are no other available living accommodations.
- g. Awaiting foster care in limited circumstances (e.g., does not include placement in kinship care, foster family, foster family agency, or group home).
- h. Placed by the state in an emergency shelter because there was no other place.
- i. Abandoned, runaway, or pushed out youth or a migratory child living in circumstances as described above. *Unaccompanied youth* are defined as youth who are not in the physical custody of a parent, guardian or caregiver and includes youth who have run away from home, have been told to leave, or pregnant or parenting teens not living with their parent or guardian. A child or unaccompanied youth will be considered homeless for as long as he/she is in a living situation described above.

II. General Assurance

Camino Nuevo will ensure homeless youth, unaccompanied minors, and other specialized students who enroll are provided the support necessary to thrive at Camino Nuevo. Once identified, Camino Nuevo will work to connect them and/or



Integrated Support Services: Homeless & Foster Youth Students Policy

their families with resources such as clothing, transportation access, and identified services.

Homeless and foster youth will be provided services comparable to those received by other students in the school, and those education programs which students meet eligibility criteria, such as services provided under Title I or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; gifted and talented programs; and school nutrition program.

CNCA will provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Schools **can** use Title I, Part A Reservation for Homeless Education to:

- Transport homeless students – NEW as of July 1, 2014
- Homeless liaison position – NEW as of July 1, 2014
- Provide activities other than direct instruction, provided that the activity promotes student achievement
- Provide academic support as well as non-academic support to homeless students in non-Title I schools
- Meet basic needs (clothing, supplies, health) of homeless students so that they can participate in school
- Hire special teachers, aides, and tutors to provide supplemental instruction
- Reach out to parents in homeless situations
- Provide after-school and/or summer programs
- Collect data on homeless students
- Provide emergency food while the student is in school, including breakfast, lunch, and snacks
- Defray medical and dental expenses
- Pay fees associated with obtaining birth certificates
- Pay fees associated with obtaining immunizations
- Pay the cost of GED for homeless students
- Pay the cost of GED to improve literacy skills of homeless parents
- Provide transportation to and from after-school programs
- Provide transportation to and from the school of origin once the child becomes permanently housed
- Provide the cost of cap and gown to wear at graduation
- Pay for school projects and/or field trips

Schools **cannot** use Title I, Part A Reservation for Homeless Education to:

- Provide rental assistance for homeless families
- Provide clothing assistance for parents
- Pay for the cost of prom dresses, sports, physicals, or yearbooks



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- Pay for physical exams to participate in sports

III. Identification, Tracking and Reporting

Homeless children and youth will be identified through:

- a. The application process for enrollment (self-identification and reporting)
- b. School personnel recommendations

IV. Enrollment and Records

Immediate enrollment means on the spot or at the time the student or family is present in the school office. The family should not be told to return on another day or at another time. Enrollment means that the student is attending classes and participating in all school activities.

Homeless and unaccompanied youth are enrolled, if space is available, regardless of the availability of school records, immunization records*, or school uniforms.

**Note: Schools may refer youth to the LAUSD Student Enrollment & Placement Assessment (SEPA) Center to get the vaccines needed free of charge. The SEPA Center provide services and generates a letter to confirm all services received and referrals made. This letter should be brought back to the SFSC or parent liaison for data tracking and follow up. Address: 1379 Angelina Street, Los Angeles, CA 90026. Office: (213) 482-3954*

Unaccompanied homeless youth have a right to enroll in school without a parent, guardian or caregiver. In situations where a student is a homeless unaccompanied youth, and the school has determined the child is mature enough to consent to disclosure of pupil record information, the student may authorize disclosure in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the student becomes permanently housed during the academic year, the student is entitled to stay in the school of origin for the remainder of that academic year.

A homeless student will be provided equal access to enroll in any educational program for which eligibility requirements are met. Homeless children and youth will have access to necessary educational and support services that will afford them the opportunity to meet the same challenging state academic student achievement standards as all students. Students will be provided with services and programs comparable to the ones offered to other students in the Camino Nuevo Charter Academy schools.

Confidentiality: A student's residency status, like all school records, will be kept confidential.

V. Enrollment Protocol

After identification as homeless, the school will immediately enroll the student in school, even if records normally required for enrollment are lacking (e.g., academic records, special education records, proof of residency, medical records and/or immunizations).



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- a. Every student must be enrolled immediately.
- b. The enrolling school will immediately contact the last school of attendance to obtain academic, health and other relevant records that are lacking at the time of enrollment.
- c. As required for all students, an emergency contact form must be completed.
- d. A thirty (30) day conditional enrollment is to be granted if immunization records are not available at the time of enrollment; including the Tdap requirement. The law still requires that the schools obtain the student's immunization record and ensure that these students meet all immunization requirements. The Records Clerk and/or Parent Liaison will follow up every thirty (30) days until the immunization record is completed and the student continues to attend school. Enrollment MUST NOT be delayed, even if documents normally required for enrollment are lacking.
- e. If homeless families do not have appropriate documentation forms, school staff is to provide alternative forms such as:
 - i. Affidavit of Temporary Residence (Attachment B)
 - ii. Affidavit for Proof of Age of Minor (Attachment C)
 - iii. Affidavit of Parent/Legal Guardian Identification (Attachment D)
 - iv. Caregiver Authorization Affidavit (Attachment E)
- f. Any of the alternative forms listed may be used to permit students to transfer schools in order to participate in athletic or other extracurricular activities.
- g. If a homeless student was receiving accommodations under Section 504 but does not bring a current 504 plan to the school, the school is obligated to immediately enroll that student and provide the required accommodations.
- h. After enrollment is complete if services are requested, homeless students will be referred to the school site Student and Family Services Coordinator or Parent Liaison.

VI. Eligibility of Free and Reduced Lunch Program

All students who meet the federal definition of homelessness are automatically eligible for the USDA free nutrition program and are not required to submit a meal application. This eligibility must be reviewed annually.

VII. Transportation Assistance

The school will ensure that transportation is provided, at the request of the parent, guardian or homeless/foster youth, to and from the school of origin, if the student is eligible. Eligible students and families will be provided with tokens or a TAP card (bus/metro pass) from the local public transit agency.

Transportation assistance will not be provided for a longer commute (more than 90 minutes each way) due to feasibility and the best interest of the child.

Students 12 years of age and under cannot ride alone on public transit. Guardians or parents of transportation eligible students under 12 years of age will be provided with transportation services until the student turns 12.



Integrated Support Services: Homeless & Foster Youth Students Policy

A parent/guardian or designated adult must ride with student's age 11 and younger to and from school each day, and sign in daily to continue to receive transportation assistance.

VIII. Homeless & Foster Youth Liaison:

Every school principal will designate a School Site Homeless and Foster Youth Liaison to ensure the implementation of the policy. Responsibilities must include:

- Ensure notification and dissemination of the educational rights of homeless students in locations where families, children, and youth receive services.
- Ensure that any homeless student information is updated throughout the year.
- Ensure homeless students have access to any supplemental instructional and support services. Children, youth, and families receive referrals to health care, dental, mental health, substance abuse, housing, and other services. Children and youth who do not have immunizations are assisted.
- Ensure homeless students enroll in and have full and equal opportunity to succeed in school.
- Ensure children and youth in homeless situations are identified by school personnel through outreach and coordination with other entities and agencies.
- Ensure access is provided and barriers to enrollment and retention are removed.
- Ensure disputes are promptly resolved and assistance to access transportation is provided.
- Ensure unaccompanied homeless youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.
- Allocate appropriate time to fulfill homeless and foster youth tasks: education, training, and support.
- Schedule training sessions for the following personnel: principal and other school leaders, attendance clerks, teachers and instructional assistants, and school counselors.
- Attend LACOE's Homeless & Foster Youth quarterly meetings. Liaisons participate in professional development and technical assistance.
- Advocate and support as needed to ensure that homeless students are placed in the appropriate classroom to facilitate academic growth and success.
- Assist unaccompanied homeless and foster youths with referrals to school based educational programs and/or support services as well as community resources. Families, children, and youth receive educational services for which they are eligible, including referrals to health, mental health, dental and other appropriate centers.
- Ensure that families are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.



Integrated Support Services: Homeless & Foster Youth Students Policy

The local liaison, designated by the Home Support Office, must ensure:

- Training and technical assistance is provided as appropriate.
- Collaborate with county and state homeless and foster youth liaisons.
- Provide technical assistance regarding the proper identification, enrollment and services needs of homeless and foster youth students and families.
- Conduct professional development training for school liaisons regarding the rights and responsibilities of the homeless population and foster youth students.
- Students are enrolled in, and have full and equal opportunity to succeed in school
- Attend LACOE's Homeless & Foster Youth quarterly meetings.
- Enrollment disputes are mediated in accordance with the Enrollment Disputes section of McKinney-Vento.

IX. Enrollment Dispute Resolution Process

If a dispute arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending the resolution of the dispute.

The school must refer the student, parent, or guardian to the site homeless liaison to carry out the dispute resolution process as expeditiously as possible. The site homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

A written explanation (see attachment F) of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation will be completed, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the parent or guardian wishes to appeal, they may send a written request (attachment G) to the Camino Nuevo Charter Academy Home Support Office (HSO) asking them to review the decision for compliance with applicable law. Such request must include any documentation related to the dispute resolution proceeding.

The CNCA HSO may request any additional information from either party he or she deems relevant in resolving the issue. The HSO Local Liaison will inform all parties of the final determination. Ongoing, uninterrupted access to all guaranteed services will continue to be provided during the appeals process.



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ATTACHMENTS:

- (A) Foster Youth Education Rights*
- (B) Affidavit of Temporary Residence (English and Spanish)*
- (C) Affidavit for Proof of Age of Minor (English and Spanish)*
- (D) Affidavit of Parent/Legal Guardian Identification (English and Spanish)*
- (E) Caregiver's Authorization Affidavit (English and Spanish)*
- (F) Written Notification of Enrollment Decision (English and Spanish)*
- (G) Parent Dispute Resolution Form (English and Spanish)*



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT A: Foster Youth Students Education Rights (English)

Developed by the California Foster Youth Education Task Force, this summarizes the California *Education Code* sections pertaining to foster youth.

1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- o A foster youth student has the right to stay in the same school after moving to a new foster care placement. The “school of origin” can be:
 1. The school the youth attended when they first entered foster care,
 2. The school the youth most recently attended, or
 3. Any school the youth attended in the last 15 months that student feels connected to.
- o The school must work with the youth, the education rights holder,* the caregiver, and the social worker/probation officer to develop a plan to transport the student to the school of origin.
- o If the foster youth student is transitioning from elementary school to middle school or from middle school to high school, the student has the right to transition to the same school as their classmates.
- o If there is any disagreement about which school the student should attend, the foster youth student has the right to stay in the school of origin until the disagreement is resolved.

2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- o A foster youth student has the right to immediately enroll in the regular home school after placement.
- o A foster youth student cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if the student is behind in credits or has discipline problems at school.
- o A foster youth student has a right to immediately enroll in school and begin attending classes, even without the paperwork needed for enrollment (such as birth certificate, transcript, or IEP) or if the student did not check-out from the previous school.
- o The previous school must send the education records to the new school after enrollment.
- o A foster youth student has the right to participate in any activities available at the new school, such as sports teams, tutoring, or after-school clubs, even if the student misses a tryout or sign-up deadline.

3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- o If a foster youth student changes schools during the school year, the student has a right to partial credits in all classes that the student is passing when leaving the old school, even if the entire class is not completed.
- o After changing schools, the new school must accept the partial credits issued by the old school.
- o After a student changes schools, the student has the right to be enrolled in the same or similar classes the student enrolled in at the last school.
- o A foster youth student cannot be forced to retake a class or part of a class that the student has already completed with a passing grade, if it would make the student off-track for high school graduation.



Integrated Support Services: Homeless & Foster Youth Students Policy

- o A foster youth student has the right to take or retake any class that they need to go to a California State University or University of California.
 - o A grade cannot be lowered because a student was absent from school for a court hearing, placement change, or a court-related activity.
- 4. GRADUATION RIGHTS**
- o A foster youth student has the right to stay in high school for a fifth year to complete the school district graduation requirements, even if the student is over 18.
 - o If a foster youth student is behind on credits, and transferred schools after 10th grade, the student may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of the school district's requirements.
 - o If eligible, the decision of whether to graduate under AB 167/216 is made by the education rights holder.
- 5. COLLEGE RIGHTS**
- o Foster youth students have the right to have their application fee waived when applying to a community college in California.
- 6. SCHOOL DISCIPLINE RIGHTS**
- o A foster youth student cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
 - o A foster youth student has a right to know their reason for being suspended and the right to provide their version of events and evidence before being suspended, unless there is an emergency. If the behavior for which the student is being suspended could subject them to criminal charges, foster youth students should consult with their education rights holder or attorney before providing an oral or written statement to the school or police.
 - o An attorney and a social worker must be invited to a meeting before the suspension can be extended beyond 5 days and a suspension can only be extended if the foster youth is being considered for expulsion.
 - o Foster youth students have a right to a formal hearing, and to be represented by an attorney at that hearing, before expulsion.
 - o If a foster youth student is facing a possible expulsion, their attorney and social worker must be notified. If the student is in special education, the attorney and social worker must be invited to a meeting to decide whether the behavior was related to the student's disability.
- 7. RIGHT TO YOUR SCHOOL RECORDS**
- o Foster youth students have the right to access their own school records if 16 years or older or have finished 10th grade.
 - o Social workers/probation officers and education rights holders can access school records as well.



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT B: Affidavit of Temporary Residence (English)

Affidavit of Temporary Residence

I _____ declare as follows:

I am (check one) parent legal guardian caretaker of

Name: First Middle Last DOB

A school age minor who is seeking admission to Camino Nuevo Charter Academy,

_____.
School campus

Since _____, our family has not had a permanent address; however, we

Month/year
currently reside at _____ within the
address (if any)
attendance area of _____.
(campus - if applicable)

For school purposes, I can receive mail and maintain regular contact with:

Name : _____ Phone: _____

Address: _____

In case of emergency, please contact:

Name: _____ Phone: _____

Address: _____

I declare under penalty of perjury under the law of California that the above is true and correct and that if called upon to testify, I would be competent to testify thereto.

Signature of Parent/Legal Guardian/Caretaker

Date

Witnessed by: _____
Signature of School Administrator or Designee



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT E: Caregiver's Authorization Affidavit (English) – Page 2

CAREGIVER'S AUTHORIZATION AFFIDAVIT

TO CAREGIVERS:

1. "Qualified relative," for purposes of item 5, means a spouse, parent, stepparent, brother, sister, uncle, aunt, nephew, first cousin, or any person denoted by the prefix "grand" or "great," or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed foster parent to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
4. If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Medi-Cal number.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for a determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDERS AND HEALTH CARE SERVICE PLANS:

1. No person who acts in good faith reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, or is subject to profession disciplinary action, for such reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.



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Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT E: Caregiver's Authorization Affidavit (Spanish) – Page 1

Declaración Jurada de la Persona a cargo del Cuidado y la Protección del Alumno que Firma la Autorización

La Sección 1.5 (a partir del artículo 6550) de la División 11 del Código de Derecho de Familia autoriza el uso de esta declaración jurada. **Instrucciones:** Completar los artículos 1 al 4 y firmar la declaración jurada es suficiente para autorizar la matriculación del menor de edad en la escuela y para autorizar la atención médica que sea necesario brindarle en la escuela. También es necesario completar los artículos 5 al 8 para autorizar que se le brinde cualquier otro tipo de atención médica. Escriba en letra de imprenta legible.

El menor nombrado a continuación vive en mi hogar y yo tengo 18 años de edad o soy mayor de 18 años.

Nombre del Menor _____

Fecha de Nacimiento _____

Mi nombre y apellido (del adulto firmando esta autorización): _____

Mi dirección: _____
Número, calle, apartamento, ciudad, estado, código postal

Soy el abuelo, la tía, el tío u otro pariente calificado del menor de edad (definición de "pariente calificado" en el reverso de este formulario) _____

Marque uno o ambos (por ejemplo, si se le informó a un padre de familia pero no fue posible localizar al otro padre de familia):

Le he informado al padre de familia o a los padres de familia o a la persona que tiene la custodia legal del menor de edad sobre mi intención de autorizar que reciba atención médica y no me han comunicado ningún reparo al respecto.

En este momento no he logrado comunicarme con el padre de familia, los padres de familia o la persona que tiene la custodia legal del menor de edad para informarles que firmaré la autorización.

Mi fecha de nacimiento: _____ Número de licencia de conducir o de identificación: _____

AVISO: No firme este formulario si alguna de las declaraciones anteriores es incorrecta dado que estaría cometiendo un delito punible con una multa, con pena de prisión o ambos.

Declaro bajo pena de falso testimonio conforme a lo establecido por las leyes del Estado de California que lo antedicho es verdadero y correcto.

Firma: _____ Fecha: _____

Notificaciones:

*Esta declaración no afecta los derechos que los padres o el tutor del menor de edad tienen con respecto al cuidado, la custodia y el control del menor de edad y no significa que la persona a cargo del cuidado y la protección del menor tiene la custodia legal de dicho menor.

*La persona que se fía de lo antedicho en esta declaración jurada no tiene la obligación de realizar una indagación o investigación ulterior.

Esta Declaración Jurada no es válida después de transcurrido un año a partir de la fecha en que se firmó.



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT E: Caregiver's Authorization Affidavit (Spanish) – Page 2

Declaración Jurada de la Persona a cargo del Cuidado y la Protección del Alumno que Firma la Autorización

PARA TUTORES LEGALES

1. "Pariente calificado," para el propósito de artículo 5, quiere decir cónyuge, padre, padrastro, hermano, hermana, hermanastro, hermanastra, medio hermano, media hermana, tío, tía, sobrino, primo hermano u otra persona que sea abuelo/a, bisabuelo/a o el cónyuge de cualquiera de las personas especificadas en esta definición, aunque el matrimonio haya sido terminado por muerte o disolución.
2. La ley requiere que usted, si no es pariente o un padre de crianza con licencia actual, que obtenga una licencia para cuidado de crianza en su hogar para poder cuidar al menor. Si tiene preguntas, por favor póngase en contacto con el Departamento de Servicios Sociales.
3. Si el menor deja de vivir con usted, se requiere que usted le notifique a la escuela, proveedor de servicios de salud, o el plan de servicios de salud a quienes usted ha entregado este affidavit.
4. Si no tiene la información requerida en el artículo 8, (Licencia de manejar en California o tarjeta de identificación), necesita proveer otra forma de identificación tal como su número de seguro social o número de Medi-Cal.

PARA ADMINISTRADORES DE LA ESCUELA

1. Sección 48204 del Código de Educación provee que este affidavit constituye suficiente base para la determinación de residencia del menor, sin el requisito de tutela u otra orden de custodia, a menos que la escuela determine basado en hechos que el menor no vive con el tutor legal.
2. Puede ser que la escuela necesite más evidencia de que el tutor legal vive en el domicilio previsto en el artículo 4.

PARA PROVEEDORES DE SALUD Y PLANES DE SERVICIO DE SALUD

1. Ninguna persona que actúe de buena fe debe depender de la Declaración Jurada para proveer cuidado médico o dental, sin el conocimiento de hechos contrarios a los declarados en este affidavit, será sujeto a obligación criminal u obligación civil, o es sujeto a acción disciplinaria por tal confianza si las secciones aplicables están completas.
2. Esta Declaración Jurada no confiere dependencia para propósitos de protección.



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT F: Written Notification of Enrollment Decision (English)

Written Notification of Enrollment Decision

Date: _____

Person completing form: _____

Title: _____

School Site: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, the following written notification is provided to:

Parent or Guardian: _____

Student(s): _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is

DENIED **UPHELD**. This determination was based upon:

You have the right to appeal this decision. Please complete the accompanying Dispute Resolution form and contact:

***Camino Nuevo Charter Academy, Home Support Office
Attn: Homeless Program Local Liaison
3435 W. Temple Street
Los Angeles, California 90026***

- The student(s) has the right to immediately enroll in the school of choice pending resolution of the dispute.
- The parent/guardian or unaccompanied homeless youth may provide written or oral information to support your position.



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT F: Written Notification of Enrollment Decision (Spanish)

Notificación por Escrito de Decisión Acerca de Inscripción

Fecha: _____

Persona llenando este formulario: _____

Título: _____

Plantel: _____

De conformidad con el Artículo 722(g)(3)(E) de la “McKinney-Vento Homeless Education Assistance Law” del 2001 (Ley de Asistencia Educativa a los Desamparados) , se suministra la siguiente notificación por escrito a:

Padre/Madre o Tutor: _____

Estudiante(s): _____

Después de considerar su solicitud de inscripción de el/los estudiantes mencionados precedentemente, su solicitud de inscripción ha sido **DENEGADA** **SOSTENIDA**. Esta decisión está basada en:

Usted tiene el derecho de apelar esta decisión. Por favor complete la forma de Resolución de Disputas y contacte:

Camino Nuevo Charter Academy, Home Support Office
Attn: Homeless Program Local Liaison
3435 W. Temple Street
Los Angeles, California 90026

- El estudiante tiene derecho a inscribirse inmediatamente en la escuela de su elección en espera de la resolución de la disputa.
- Usted puede suministrar información oral o por escrito para respaldar su posición.



Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT G: Parent Dispute Resolution Form (English) – Page 1

Parent Dispute Resolution Form

Name of Student		DOB	
Site			
Parent/ Guardian Name			
Street Address/Apt. #			
City	State	Zip Code	
Home Phone		Message/Work Phone	
Relation to student		E-mail	

I have been provided with the following documents, copies of which are attached to this form:

- The Written Notification of Enrollment Decision Form Copy of the District’s Dispute Resolution Process for students experiencing homelessness.
- Contact information for the Homeless Education Program Liaison

1. You may include a written explanation to support your appeal of the school’s decision in the space below. Please attach additional paper as necessary.

Please supply copies of any written documents that may be relevant to/supportive of your complaint. I have attached supporting documents: Yes No

2. Please state the specific relief you are seeking:

I certify that the foregoing is true and correct:

Signature

Date



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Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT G: Parent Dispute Resolution Form (English) – Page 2

Parent Dispute Resolution Form

Attach additional sheets for details if needed. Mail form to:

Camino Nuevo Charter Academy – Home Support Office
Attn: Homeless Program Local Liaison
3435 W. Temple Street
Los Angeles, California 90026



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Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT G: Parent Dispute Resolution Form (Spanish) – Page 1

Formulario de Resolución de Disputas para Padres

Estudiante		Fecha de Nacimiento	
Plantel			
Nombre del Padre/Encargado			
Dirección/número de apartamento			
Ciudad	Estado	Código Postal	
Teléfono		Teléfono para Mensajes	
Relación con el estudiante		Correo Electrónico	

Yo he recibido los siguientes documentos, cuyas copias se adjuntan a este formulario:

- La Forma de Notificación por Escrito de Decisión Acerca de Inscripción
- Copia del Proceso de Resolución de Disputas para estudiantes desamparados
- Información de contacto del Programa de Educación de Desamparados

1. En el espacio a continuación puede también incluir una explicación por escrito que apoye su apelación de la decisión de la escuela. Incluya otra hoja si es necesario.

Por favor incluya copias de cualquier documento escrito que pueda ser relevante/apoye su queja. Yo he incluido documentos de apoyo: Si No

2. Por favor incluya específicamente la resolución que busca:

Yo certifico que lo aquí escrito es verdadero y correcto:

Firma

Fecha



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Integrated Support Services: Homeless & Foster Youth Students Policy

ATTACHMENT G: Parent Dispute Resolution Form (Spanish) – Page 2

Formulario de Resolución de Disputas para Padres

Adjunto incluya hojas adicionales, si fuera necesario.

Envíe por correo la información a:

Camino Nuevo Charter Academy – Home Support Office
Attn: Homeless Program Local Liaison
3435 W. Temple Street
Los Angeles, California 90026

Coversheet

FY24-25 Consolidated Application for Funding

Section: IV. Consent Items
Item: D. FY24-25 Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: CNCA FY24-25 ConApp Board Summary.pdf



CAMINO NUEVO CHARTER ACADEMY

Spring 2024 Consolidated Application Reporting System (CARS) Data Collection

Board Summary

The Consolidated Application is used by the California Department of Education to distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs under the Every Student Succeeds Act (ESSA) and provide assurances that the LEA will comply with the legal requirements of each program.

This spring data collection for the 2024-25 application must be submitted by June 30, 2024, to request or decline participation in the federal programs listed below.

The Winter Release of the application, to be certified around February 2025, will contain each school's FY24-25 entitlements for each funded program. Program entitlements are determined by formulas contained in the laws that created the programs.

Federal Program Descriptions

Title I Part A: Helping Disadvantaged Children – A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality – A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and effectiveness, increasing the number of teachers and principals who are effective in improving student academic achievement in the classroom, and providing low-income and minority students greater access to effective teachers, principals, and school leaders.

Title III: Program for Immigrant Students – A federal program to provide supplementary programs and services to eligible immigrant students. The purpose of the subgrant is to assist immigrant students to acquire English and achieve grade-level and graduation standards.

Title III: Program for English Learner Students – A federal program to provide supplementary programs and services to English learners (ELs). The purpose of the subgrant is to assist EL students to achieve high levels in academic subjects and achieve academic standards; assist teachers, principals, and school leaders in developing and sustaining effective language instruction programs; promoting parental, family, and community participation in language instructional programs for families of English learners.

Title IV, Part A: Student Support and Academic Enrichment Grants – A federal program to provide all students access to a well-rounded education; improve school conditions for learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.



2024-25 Funding Application

Certification of Assurances – Certifies that the school will observe all rules and regulations associated with federal funding.

Protected Prayer Certification – Certifies that the school has no policy that prevents or denies participation in constitutionally protected prayer in public school.

LCAP Federal Addendum Certification – Certifies that the board has approved the school’s LCAP Federal Addendum in order to meet Every Student Succeeds Act (ESSA) Local Agency Plan requirements.

Application for Funding – Certifies that the board will approve the ConApp. Certifies that the ELAC (English Learner Advisory Committee) has reviewed and advised on the development of the application for funding programs that serve English learners. Requests or declines the various federal programs.

Substitute System for Time Accounting – If requesting authorization to use a substitute system for time accounting (recording time spent working on federal programs), certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Camino Nuevo Charter Academy (19 64733 6117667)

Status: None
Date: None

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Camino Nuevo Charter Academy (19 64733 6117667)

Status: Draft
Saved by: ExED Data Management
Date: 6/9/2024 8:48 PM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	06/18/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/18/2024
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

*****Warning*****

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Draft
Saved by: ExED Data Management
Date: 6/9/2024 8:27 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Draft
Saved by: ExED Data Management
Date: 6/9/2024 8:28 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Draft
Saved by: ExED Data Management
Date: 6/9/2024 8:29 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Draft
Saved by: ExED Data Management
Date: 6/9/2024 8:30 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Camino Nuevo High #2 (19 64733 0127910)

Status: Draft
 Saved by: ExED Data Management
 Date: 6/9/2024 8:30 PM

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Camino Nuevo Charter Academy (19 64733 6117667)

Status: Draft
 Saved by: ExED Data Management
 Date: 6/9/2024 8:48 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

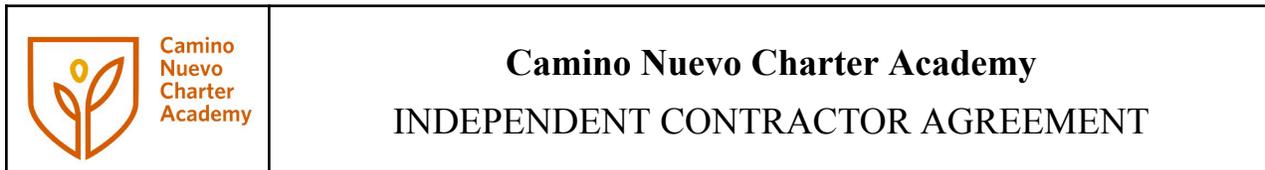
*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

ELOP Contract with Bewilder

Section: IV. Consent Items
Item: E. ELOP Contract with Bewilder
Purpose: Vote
Submitted by:
Related Material: 24-25 Bewilder ELOP Agreement.pdf



I. This Independent Contractor Agreement (hereinafter called “Agreement”) is dated this 18 day of June, 2024, by and between Camino Nuevo Charter Academy (hereinafter called “CNCA”), located at 3435 W Temple Street, Los Angeles, CA 90026, and Bewilder (hereinafter called “**Contractor**”), located at 3122 Chaucer Street, Los Angeles, CA 90065.

II. **Description of Bewilder.** In consideration of their mutual covenants, the parties hereto agree as follows: The Bewilder to be provided by **Contractor** pursuant to this Agreement (Bewilder), including details regarding the contact that **Contractor** and its assigns will have with students, are described in

Attachment A - Description of Bewilder – (MUST BE COMPLETED AND ATTACHED TO THIS DOCUMENT)

Contractor hereby verifies that it is specially trained or experienced and competent to provide the Bewilder required by this Agreement and acknowledges that CNCA has entered into this Agreement in reliance on the above verification.

III. **Term of Agreement.** The work specified above will commence on June 24, 2024 and will be completed by June 20, 2025. CNCA has no legal obligation to renew this Agreement and the decision to do so shall be entirely within the discretion of CNCA.

IV. **Billing.** In consideration of the Bewilder provided, **Contractor** will submit invoices in July 2024 for 50% of the program costs and monthly thereafter and will be paid at the rate of \$195,000 per year. The total contract amount will not exceed \$195,000. Payment is due within thirty (30) days of receipt of invoice.

V. **Indemnification.** **Contractor** agrees to defend, indemnify and hold harmless CNCA, its officers, directors, employees, agents, affiliates, owners, volunteers, successors and assigns from and against any and all claims, including active and passive claims, losses, costs, attorney fees and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and/or damage to property sustained, or claimed to have been sustained, arising out of any act or omission by **Contractor** or its sub-Contractors, and/or any other person, firm or corporation furnishing or supplying services, materials or supplies in conjunction with the Bewilder of the **Contractor**, whether authorized by this Agreement or not. **Contractor** further agrees to waive all rights of subrogation against CNCA. The provisions of this article do not apply to any damage or losses caused solely by the negligence or willful misconduct of CNCA or any of its agents or employees.

VI. **Insurance.** **Contractor** shall, at its own expense, procure and maintain at all times it performs any portion of the Bewilder the following insurance with minimum limits equal to the amounts indicated below.

1) Minimum Scope of Insurance

- a) *Commercial General Liability and Automobile Liability Insurance.* Commercial General Liability Insurance and Automobile Liability Insurance that shall protect **Contractor**, CNCA, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Bewilder. (Form CG 0001 and CA 0001) Commercial General Liability insurance shall include contractual liability, products liability, completed operations and broad form property damage coverage.
- b) *Workers’ Compensation and Employers’ Liability Insurance.* Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Bewilder. In accordance with provisions of section 3700 of the California Labor Code, **Contractor** shall be required to secure workers’ compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Bewilder under this Agreement are not protected under the Workers’ Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Bewilder.
- c) *Professional Liability (Errors and Omissions) Insurance.* Professional Liability (Errors and Omissions) Insurance against loss due to error, omission or malpractice, unless waived in writing by CNCA.

- d) *Sexual Abuse & Molestation Insurance*. Sexual Abuse & Molestation Insurance covering bodily injury, emotional distress, or mental anguish related to any claim, cause of action, or liability associated with child molestation or sexual abuse.

2) Minimum Limits of Insurance

- i. *Commercial General Liability Insurance*: \$1,000,000 combined single limit per occurrence for bodily injury, personal injury, and property damage; \$3,000,000 general aggregate.
 - ii. *Automobile Liability Insurance*: \$1,000,000 combined single limit per accident for bodily injury and property damage; \$2,000,000 general aggregate.
 - iii. *Workers' Compensation and Employers' Liability Insurance*: Workers' compensation limits as required by the Labor Code of the State of California and Employers Liability limits of \$1,000,000 per accident.
 - iv. *Professional Liability (Errors and Omissions) Insurance*: \$1,000,000 single limit per claim; \$2,000,000 general aggregate.
 - v. *Sexual Abuse & Molestation Insurance*. \$2,000,000 per claim and in aggregate if this coverage is applicable to the Bewilder provided.
- 3) Claims-Made Forms: If the above insurance is written on a claims-made form, it shall continue for three years following termination of this Agreement. Such insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.
- 4) Deductibles and Self-Insured Retentions: Any deductibles or self-insured retentions must be declared to and approved by CNCA.
- 5) Other Insurance Provisions: The policies shall contain, or be endorsed to contain, the following provisions:
- a) *General Liability and Automobile Liability Coverages*
 - i. **Contractor's** insurance coverage shall be primary insurance with respect to **CNCA**, its officers, board members, officials, employees, agents, or volunteers. Any insurance or self-insurance maintained by **CNCA**, its officers, board members, officials, employees, or volunteers shall be in excess of **Contractor's** insurance and shall not contribute to it.
 - ii. **CNCA**, its officers, board members, officials, employees, agents, and volunteers shall be covered as additional insureds with respect to liability arising out of activities performed by or on behalf of **Contractor**; and premises owned, leased, or used by **Contractor**. The coverage shall contain no special limitations on the scope of the protection afforded to **CNCA**, its officers, board members, officials, employees, agents, or volunteers.
 - iii. Failure to comply with reporting provisions of the policies shall not affect coverage provided to **CNCA**, its officers, board members, officials, employees, agents, and volunteers.
 - iv. Coverage shall state that **Contractor's** insurance shall apply separately to each insured against whom a claim is made or a suit is brought, except with respect to the limits of the insurer's liability.
 - b) *All Coverages*
 - i. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to **CNCA**. In addition, **Contractor** agrees that it shall not reduce its coverage or limits on any such policy except after thirty (30) days prior written notice has been given to **CNCA** and **CNCA** approves the reduction in coverage or limits. **Contractor** further agrees that it shall not increase any deductibles or self-insured retentions on any such policy except after thirty (30) days prior written notice has been given to **CNCA** and **CNCA** approves such increase. Insurance is to be placed with insurers with a Best's rating of no less than A: VII. This requirement may, however, be waived in individual cases for Errors and Omissions Coverages only, provided that in no event will a carrier with a rating of B: IX or lower be acceptable.
- 6) Self-Insured Entities: **CNCA** may, at its discretion, accept self-insurance as being in compliance with this section. In such case, **Contractor** agrees that it will defend and indemnify **CNCA**, including its officers, board members, officials, employees, agents, and volunteers, to the same extent as it would **Contractor** or any other self-insured person or entity, and that it will treat **CNCA**, including its officers, board members, officials, employees, agents, and volunteers, in all respects as if it were covered to the same extent as **Contractor** or any other self-insured person or entity. Self-insurance shall be subject to all requirements contained in this section. Alternatively, self-insured entities may purchase insurance covering **CNCA** for all work performed and/or services rendered under this Agreement, provided such insurance complies with all the requirements of this section.
- 7) Evidence of Insurance: Prior to commencing work under this Agreement, **Contractor** shall provide **CNCA** with certificates of insurance evidencing compliance with this section. On request, **Contractor** shall furnish copies of any and/or all of the required insurance policies.

VII. Limitation of CNCA Liability. Other than as provided in this Agreement, **CNCA's** financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall **CNCA** be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or for the Bewilder performed in connection

with this Agreement.

VIII. Non-Discrimination. **Contractor** shall ensure that no person employed by, associated with, or subcontracted to **Contractor** shall, on the basis of race, color, national origin, age, ancestry, religion, sex, handicap or sexual orientation, or other basis protected by law, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity at **CNCA** and shall ensure its, and its employees' and subcontractors' compliance with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.

IX. Interest of Contractor. It is understood and agreed that this Agreement is not a contract of employment between **CNCA** and **Contractor**. At all times **Contractor** shall be deemed to be an independent contractor and is not authorized to bind **CNCA** to any contracts or other obligations. In executing this Agreement, **Contractor** certifies that no one who has or who will have any financial interest under this Agreement is an officer or employee of **CNCA**. Additionally, as the **Contractor** is not a **CNCA** employee, **Contractor** is solely responsible for all employment-related responsibilities for its employees, including but not limited to training, fingerprinting, workers' compensation, etc..

X. Workers' Compensation. **Contractor** is aware of the laws of the State of California requiring employers to be insured against liability for Workers' Compensation and shall comply with such laws during the term of this Agreement.

XI. Occupational Safety and Health Administration (OSHA). **Contractor** is aware of OSHA standards and codes as set forth by the U.S. Department of Labor and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verify that all performance under this Agreement shall be in compliance therewith.

XII. Originality of Services. **Contractor** agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the **CNCA** and/or used in connection with this Agreement, shall be wholly original to **Contractor** and shall not be copied in whole or in part from any other source, except that submitted to **Contractor** by **CNCA** as a basis for such services.

XIII. License and Authority. **Contractor** warrants that it will maintain all necessary licenses, registrations, and certifications during the term of this Agreement, and that it is duly authorized to enter into this Agreement by its governing or controlling body. Evidence or copies of all necessary licenses, registrations and certifications must be provided to **CNCA**.

XIV. Compliance with Laws. **Contractor** shall observe and comply with all rules and regulations of the governing board of **CNCA** and all federal, state, and local laws, ordinances and regulations. **Contractor** shall give all notices required by any law, ordinance, rule and/or regulation bearing on the performance of the Bewilder as indicated or specified. If **Contractor** observes that the Bewilder is at variance with any such laws, ordinances, rules or regulations, **Contractor** shall notify **CNCA** in writing, and at the sole option of **CNCA**, any necessary changes to the Bewilder shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon **Contractor's** receipt of a written termination notice from **CNCA**. If **Contractor** performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying **CNCA** of the violation, **Contractor** shall bear all costs arising therefrom.

XV. Equipment and Facilities. **Contractor** will provide all necessary equipment and facilities to render its Bewilder pursuant to this Agreement, unless the parties to this Agreement specifically agree in writing that said equipment and facilities will be provided in a different manner. Equipment purchased under the provisions of this Agreement by **CNCA** is the property of **CNCA** and shall be used for its intended purpose during the term of this Agreement. An inventory of all equipment purchased under this Agreement shall be maintained. After the term of this Agreement, the equipment shall continue to be the property of **CNCA**.

XVI. Employment of Additional Workers by Contractor. **Contractor** may, at its own expense, employ additional workers or subcontractors as necessary for the completion of this Agreement and shall maintain workers' compensation insurance as required by state law. **CNCA** shall not control, direct, or supervise **Contractor's** additional workers or subcontractors in the performance of services. **Contractor** assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or sub-contractors and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. **Contractor** shall not hire employees of **CNCA** for performance of this Agreement unless such employment does not conflict with **CNCA's** personnel policies as determined by **CNCA**.

XVII. Assignment. Without the prior written consent of **CNCA**, this Agreement is not assignable by the **Contractor**, either in whole or in part.

XVIII. Successors and Assigns. Subject to the provision regarding assignment, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

XIX. Governing Law. The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of this Agreement shall be in County of Los Angeles, California.

XX. Withholding. **CNCA** shall not withhold or set aside any money on behalf of the **Contractor** for Federal Income Tax, State Income Tax, Social Security Tax, Unemployment Insurance, Disability Insurance, or any other federal or state fund whatsoever. It shall be the sole responsibility of the **Contractor** to withhold, set aside and account for all of the above.

XXI. Audit. **Contractor** shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of **Contractor** transacted under this Agreement. **Contractor** shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. **Contractor** shall permit **CNCA**, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Bewilder covered by this Agreement. Audit(s) may be performed at any time, provided that **CNCA** shall give reasonable prior notice to **Contractor** and shall conduct audit(s) during **Contractor's** normal business hours, unless **Contractor** otherwise consents.

XXII. CNCA's Evaluation of Contractor and Contractor's Employees and/or Subcontractors. **CNCA** may evaluate **Contractor** in any manner which is permissible under the law. **CNCA's** evaluation may include, without limitation:

- 1) Requesting **CNCA** employee(s) evaluate **Contractor** and **Contractor's** employees and subcontractors and each of their performance.
- 2) Announced and unannounced observance of **Contractor**, **Contractor's** employee(s), and/or subcontractor(s).

XXIII. Entire Agreement/Changes or Alterations. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

XXIV. Termination.

- 1) For Cause: **CNCA** may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - a) material violation of this Agreement by **Contractor**;
 - b) any act by **Contractor** exposing **CNCA** to liability to others for personal injury or property damage; or
 - c) **Contractor** is adjudged a bankrupt, **Contractor** makes a general assignment for the benefit of creditors, or a receiver is appointed on account of **Contractor's** insolvency. If the expenses, fees, and/or costs to **CNCA** exceed the cost of providing the Bewilder pursuant to this Agreement, **Contractor** shall immediately pay the excess expense, fees, and/or costs to **CNCA** upon the receipt of **CNCA's** notice of these expenses, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to **CNCA**.
- 2) Without Cause by CNCA: **CNCA** may, at any time, with or without reason, terminate this Agreement and compensate **Contractor** only for the Bewilder satisfactorily rendered to the date of termination. Written notice by **CNCA** shall be sufficient to stop further performance by **Contractor**. Notice shall be deemed given when received by the **Contractor** or no later than three days after the day of mailing, whichever is sooner.
 - a) Upon termination, **Contractor** shall provide **CNCA** with all documents produced, maintained, or collected by **Contractor** pursuant to this Agreement, whether such documents are final or draft documents.

XXV. Waiver. No delay or omission by **CNCA** in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude **CNCA** from any or further exercise of any right or remedy.

XXVI. Headings. All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the Agreement.

XXVII. Severability. In the event any portion of this Agreement shall be finally determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be deemed void and the remainder of this Agreement shall continue in full force and effect.

XXVIII. Ambiguity. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

XXIX. Copyright. Any written product produced as a result of this contract shall be a work for hire and shall be the property of CNCA.

XXX. Expenses. Contractor shall be responsible for all costs and expenses incident to the performance of services for CNCA, including but not limited to all costs of equipment provided by **Contractor**, all fees, fines, licenses, bonds and/or taxes required of or imposed against **Contractor**, and all other of **Contractor's** costs of doing business. CNCA shall be responsible for no expenses incurred by **Contractor** in performing services for CNCA except as provided by this Agreement.

XXXI. Privacy, Security, and Confidentiality. If, in the course of carrying out this Agreement, **Contractor** gathers or processes personal (private) information, **Contractor** shall manage the data in accordance with all applicable federal and California state privacy laws including, but not limited to: Family Educational Rights and Privacy Act of 1984 (20 U.S.C. Sec. 1232g) and Children's Online Privacy Protection Act (COPPA), and California Education Code sections 49069 to 49079. Examples of personal information include, but are not limited to name, telephone number, email account, address, date of birth, social security number, and student assessment data.

In addition, the Parties shall demonstrate that they have taken specific steps to ensure that data are kept secure and confidential as evidenced by, at a minimum, the following:

- 1) Every employee, volunteer or other person with access to personal information shall sign a statement that they understand that the information is personal and they will take steps to ensure that unauthorized personnel do not gain access to personal data.
- 2) Personal data, while being transmitted electronically, shall be encrypted.
- 3) Any repository for the data shall be locked and have access restricted to those personnel that have a legitimate need to access the data and have signed a confidentiality agreement.
- 4) Any security breach shall be reported to CNCA in writing within 24 hours of discovery.

XXXII. Department of Justice (DOJ) Fingerprinting and Tuberculosis (TB) Clearance. **Contractor** agrees to adhere to the DOJ fingerprint and criminal background investigation and TB requirements of California Education Code sections 45125.1, et seq., and 49406 and provide an affidavit that certifies that all of its employees that work at CNCA campuses and come into contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of CNCA and CNCA shall not reimburse for these expenses. The affidavit must list the following:

- 1) Employee name and CNCA location(s) he/she services;
- 2) Date of criminal background check clearance;
- 3) TB expiration date; and
- 4) Name of **Contractor's** DOJ custodian of records.

Contractor's affidavit must be submitted with high authority per its Organizational Chart (i.e. Owner, Management Team, C-level executive, etc.). The affidavit must be provided to CNCA prior to the first day of service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. CNCA may request updated documentation as needed. **Contractor** must take appropriate action to remove any employee whose arrest notification poses a threat to the school population to ensure the safety of CNCA students.

XXXIII. Independent Contractor Status. **Contractor** attests that it is engaged in a separately established bona fide business and is in fact an Independent Contractor in accordance with IRS and EDD requirements. **Contractor** understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partners, or joint ventures of CNCA, and are not entitled to benefits of any kind or nature normally provided employees of CNCA and/or to which CNCA's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

XXXIV. Conflict Of Interest. By signing this Agreement all parties acknowledge and assert that there is no known Conflict of Interest in the execution of this Agreement.

XXXV. Commencement of Work. Contractor is not authorized and will not commence any work of this Agreement and CNCA will not assume legal, financial or any other obligation for work performed prior to the issuance of an authorizing purchase orders with reference to this Agreement.

This Agreement, including attachments, constitutes the entire understanding of the parties and any changes or modifications shall be in writing and signed by both parties.

Attachments:

- Attachment A - Independent Contractor Agreement Description of Bewilder
- Attachment B - Fingerprint Affidavit
- Attachment C - IRS form W9
- Attachment D - DE542 EDD Report of Independent Contractor
- Attachment E - Contractor Evidence of Insurance
- Attachment F - Copies of all applicable licenses, registrations and certifications

CONTRACTOR (Corporation X Yes No):

Contractor / Agency Name: Bewilder

Address: 3122 Chaucer Street
Los Angeles, CA 90065

Contractor's Contact Person: Yvonne Leow

Title: CEO

Telephone: (206) 769-4393

e-mail: yvonne@bewilder.camp

Signature: _____ **Date:** _____

CAMINO NUEVO CHARTER ACADEMY

By Chief Executive Officer / Designee: Adriana Abich

Signature: _____ **Date:** _____

 <p>Camino Nuevo Charter Academy</p>	<p style="text-align: center;">Camino Nuevo Charter Academy INDEPENDENT CONTRACTOR AGREEMENT Attachment A</p>
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This document is an attachment to and made a part of, the Camino Nuevo Charter Academy (“CNCA”) Independent Contractor Agreement, between CNCA and Bewilder (“Contractor”) for the period June 24, 2024 to June 20, 2025, for Bewilder.

Indicated below is the specific description of the Bewilder including, but not limited to, essential details of the scope of work, site/locations, milestones and timelines, materials, reports, products, (including details regarding the contact that **Contractor** and its assigns will have with students) to be provided:

DETAILED DESCRIPTION OF Bewilder TO BE PROVIDED:

[INSERT DETAILED DESCRIPTION OF SERVICES/PROGRAM TO BE PROVIDED UNDER THIS CONTRACT]



BEWILDER
Fuel your imagination

2024 CNCA Outdoor Education Program

**BEWILDER EXISTS TO
INSPIRE A BILLION FAMILIES
TO ADVENTURE OUTSIDE**



WE DIDN'T GROW UP OUTDOORSY

Our founder is a journalist turned outdoor entrepreneur



Vox



Stanford

Ucla



SEQUOIA



TE



MEET YVONNE

2018 · Hiked the John Muir Trail

2020 · Summited Aconcagua. Founded Bewilder.

2022 · REI accelerator program

2023 · [Porsche's Founder Initiative](#)



MILLIONS OF FAMILIES SPEND 9+ HOURS ON SCREENS EVERYDAY INSTEAD OF BEING IN NATURE

8 to 10 year-olds spend an average of 6 hours a day on screens, while adults spend an average of 7 hours.

- [CDC](#)

100 million Americans — including 28 million children — do not have access to close-to-home parks.

- [Kaiser Permanente, 2023](#)

88% of K-12 U.S. educators report that increased screen time worsens students' behavior

- [EdWeek Research](#)



WE LAUNCHED BEWILDER CLUB

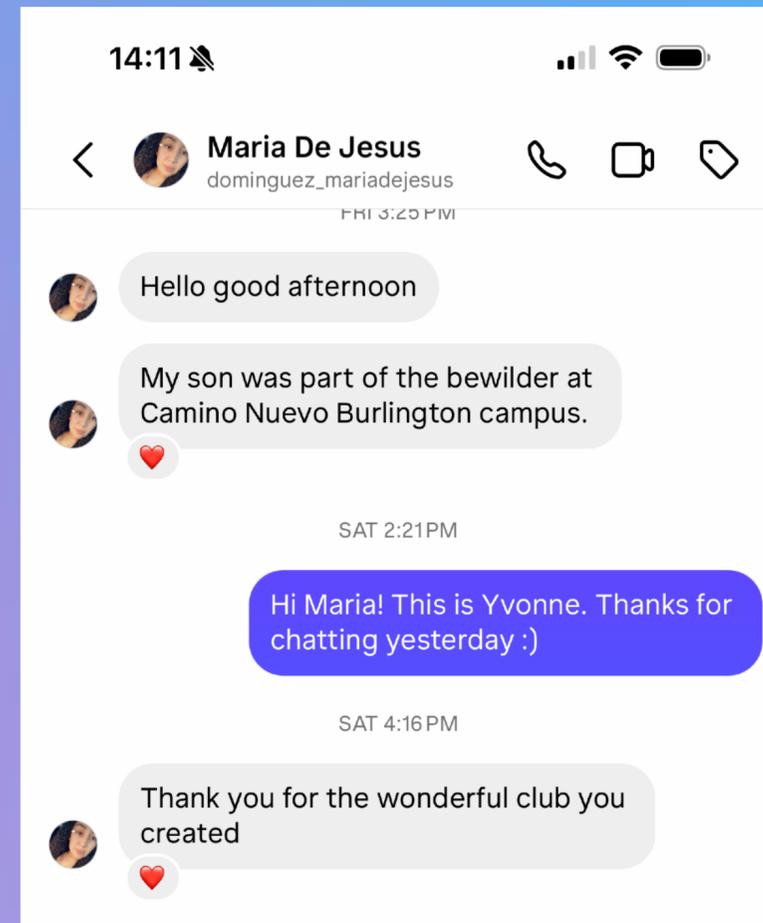
An after school program that blended online and offline programming to teach K to 8th graders about flora and fauna in local parks



[WATCH VIDEO](#)



120+ CNCA STUDENTS LEARNED ABOUT THE ENVIRONMENT, VISITED PARKS, AND EARNED OUTDOOR GEAR



**WE'RE REIMAGINING OUTDOOR
EDUCATION BY BLENDING ART,
GAMES, AND GEAR TO INSPIRE
FAMILIES WHO ARE NEW TO
NATURE**



LET'S INSPIRE THE NEXT GENERATION OF ENVIRONMENTAL LEADERS & NATURE LOVERS



ANNUAL PROGRAM

Custom curriculum



Field trips



Family events



Outdoor gear



Staffing & training



TOTAL

\$195K





Yvonne Leow
yvonne@bewilder.camp
(206) 769-4393
bewilder.camp

HC 9300 CULVER, LLC and Madison Marquette Retail
Services, LLC, a Delaware Limited Liability Company
9300 Culver Blvd
Culver City, CA 90232

Bewilder, Inc
1840 N Kenmore Ave
Apt 204
Los Angeles, CA 90027

Issue Dated: 08/25/2022

MISCELLANEOUS PROFESSIONAL LIABILITY

Policy Number: N9PL753292

Renewal of: NEW

Carrier: **Berkshire Hathaway Direct Insurance Company – A Stock Company**

THIS IS A CLAIMS MADE POLICY. **CLAIM EXPENSE** IS INCLUDED IN THE LIMIT OF INSURANCE AND **RETENTION**. THE LIMIT OF LIABILITY AVAILABLE TO PAY **DAMAGES** SHALL BE REDUCED AND MAY BE TOTALLY EXHAUSTED BY AMOUNTS INCURRED AS **CLAIM EXPENSE**.

PLEASE READ THE ENTIRE POLICY CAREFULLY.

DECLARATIONS

[1]	Named Insured and Mailing Address Bewilder, Inc 1840 N Kenmore Ave Apt 204 Los Angeles, CA 90027	Agency BIBERK P.O. Box 113247 Stamford, CT 06911
	Additional Insured Names	
[2]	Policy Period From 08/26/2022 to 08/26/2023 12:01 AM standard time at the Mailing Address of the	Named In- sured.
[3]	Retroactive Date Aug 26 2022 12:01AM	
[4]	Schedule of Insured Services Marketing Consulting	
[5]	Limits of Insurance \$ 1,000,000	Each Wrongful Act
	\$ 2,000,000	Total Limit of Insurance
[6]	Retention \$ 1,000	Each Wrongful Act
[7]	Net Variable Premium \$ 175.00	
	Expense Constant \$200.00	Minimum Expense Constant \$-70.00
	Net Premium \$380.00	
	State Surcharge/Tax \$ N/A	

[8] Forms Attached at Issuance

- IL 99 00 08 13** – Authorization and Attestation
- MPL 00 00 04 20** – Miscellaneous Professional Liability Coverage Form
- MPL 00 120 11 15** – Anti-Stacking
- MPL 00 14 11 15** – Independent Contractors - Persons Insured Change
- MPL 00 41 03 18** – Infringement of Copyright-Trademark
- MPL 00 43 11 15** – Consultants Change
- MPL 00 58 12 18** – Extended Reporting Period Option
- MPL 00 80 11 15** – Blanket Waiver as Required by Contract Change Endorsement
- MPL 00 90 11 15** – Exclusion of Owned Property Change
- MPL 04 01 05 16** – California Changes
- MPL DEC 04 20** – Miscellaneous Professional Liability Declarations

By acceptance of this policy, the Insured agrees that the statements in the Declarations and the Application and any attachments hereto are the Insured's agreements and representations and that this policy embodies all the agreements existing between the Insured and the Company or any of its representatives relating to this insurance.

**AUTHORIZATION
AND ATTESTATION
IL 99 00 08 13**

THIS ENDORSEMENT AUTHORIZES THE POLICY.

AUTHORIZATION AND ATTESTATION

This endorsement authorizes the insurance contract between you and the insurance company subsidiary listed on the DECLARATIONS PAGE of your insurance policy.

In Witness Whereof, this page executes and fully attests to this policy. If required by state law, the policy shall not be valid unless countersigned by our authorized representatives.

Authorizing signatures



Bruce J. Byrnes
Secretary



Peter Shelley
President

**MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 00 04 20**

MISCELLANEOUS PROFESSIONAL LIABILITY INSURANCE POLICY

CLAIM EXPENSE IS INCLUDED IN THE POLICY LIMIT AND THE **RETENTION**.

ALL WORDS OR PHRASES, OTHER THAN CAPTIONS, PRINTED IN BOLD FACE ARE DEFINED IN THE POLICY. VARIOUS PROVISIONS IN THIS POLICY RESTRICT COVERAGE. READ THE ENTIRE POLICY CAREFULLY TO DETERMINE RIGHTS, DUTIES AND WHAT IS AND IS NOT INSURED.

CLAIMS MADE POLICY: THIS INSURANCE COVERAGE IS ON A CLAIMS MADE BASIS. COVERAGE APPLIES ONLY TO THOSE **CLAIMS** THAT ARE FIRST MADE DURING THE **POLICY PERIOD** AND ANY EXTENDED REPORTING PERIOD, IF APPLICABLE, AS THOSE TERMS ARE DESCRIBED IN THIS POLICY. COVERAGE DOES NOT APPLY TO ANY **WRONGFUL ACT** COMMITTED BEFORE THE **RETROACTIVE DATE** STATED IN THIS POLICY.

SECTION I – INSURING AGREEMENTS

A. Coverage

1. The **Company** will pay on the **Insured's** behalf those sums, in excess of the **Retention** and within the applicable Limit of Insurance, that the **Insured** becomes legally obligated to pay as **Damages** or **Claim Expense** because of **Claims** first made during the **Policy Period** or Extended Reporting Period (if applicable) as a result of **Wrongful Acts** committed in the performance of **Insured Services**.
2. For the purposes of this policy of insurance, "**Wrongful Act**" shall mean the following conduct or alleged conduct by an **Insured**, or any person or organization for whom an **Insured** is legally liable:
 - a. A negligent act, error or omission;

- b. Any form of defamation or other tort related to disparagement or harm to the character, reputation or feelings of any person or organization, including libel, slander, product disparagement, trade libel, infliction of emotional distress, malicious falsehood, outrage or outrageous conduct;
- c. Any form of invasion, infringement or interference with rights of privacy or publicity, including false light, public disclosure of private facts, intrusion, breach of confidence, and commercial appropriation of name or likeness;
- d. Wrongful entry or eviction, trespass, eavesdropping or other invasion of the right of private occupancy;
- e. False arrest, detention or imprisonment; or
- f. Malicious prosecution.

All **Wrongful Acts** that take place between the **Retroactive Date** and the end of the **Policy Period** of the last policy the **Company** issued to the **Insured** and are related by common facts, circumstances, transactions, events and/or decisions will be treated as one **Wrongful Act**.

B. Defense and Settlement of a Claim

The **Company** will have the right and duty to appoint an attorney and defend a covered **Claim**, even if the allegations are groundless, false or fraudulent. However:

1. The **Company** may, at the **Company's** discretion, investigate and settle a covered **Claim**.

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2. No offer to settle any **Claim** will be made or accepted by the **Insured** without prior written agreement by the **Company**. Notwithstanding the foregoing, it is understood that the **Insured** may settle any **Claim** for which the total cost of **Damages** and **Claim Expense** associated therewith is less than the amount of the remaining **Retention**.
3. If the **Company** is willing to accept the judgment of the trial or appellate court or any negotiated settlement or settlement offer and the **Insured** is not willing to accept such judgment or settlement, the **Company's** liability for any **Claim Expense** and/or **Damages** incurred after the **Company** indicated its willingness to accept such judgment or settlement shall be limited to the amount for which the **Company** could have resolved the **Claim** plus an additional fifty percent (50%) of that amount. Nothing in this provision will cause the **Company's** liability to exceed the applicable Limits of Insurance set forth on the Declarations Page.
4. The **Company's** right and duty to defend and pay on the **Insured's** behalf ends when the **Company** has used up the applicable Limit of Insurance in payment of **Damages** or **Claim Expense**, or has met its payment obligations in connection with a **Claim** subject to **Section I.B.3**.

Nothing in this **SECTION I – INSURING AGREEMENT, Section B. Defense and Investigation** will relieve the **Insured** from any notice or cooperation requirements contained in the **GENERAL CONDITIONS** section or any other part of this policy.

C. Spousal Coverage

If a **Claim** made against an **Individual Insured** includes a **Claim** against that **Individual Insured's** lawful spouse solely by reason of:

1. Such spouse's status as the **Individual Insured's** spouse, or
2. Such spouse's ownership interest in property from which the claimant seeks recovery for the **Individual Insured's Wrongful Acts**,

all **Claim Expense** and **Damages** which such spouse becomes legally obligated to pay on account of such **Claim** shall be treated for purposes of this policy as **Claim Expense** and **Dam-**

ages which the **Individual Insured** is legally obligated to pay on account of the **Claim** made against the **Individual Insured**. Such **Claim Expense** and **Damages** shall be covered under this policy only if and to the extent that such **Claim Expense** and **Damages** would be covered under this policy if incurred by the **Individual Insured**. The coverage extension afforded by this subsection does not apply to any **Claim** alleging any **Wrongful Act** or omission by the **Individual Insured's** spouse. The term "spouse" as used in this section shall include any natural person qualifying as a domestic partner under the provisions of any applicable federal, state or local law in the United States of America.

SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT**A. Limits of Insurance****1. Each Wrongful Act**

The Each **Wrongful Act** Limit of Insurance stated in Item 5.a. on the Declarations Page is the most the **Company** will pay for **Damages** and **Claim Expense** combined for the total of all **Claims** made during the **Policy Period** and any Extended Reporting Period arising from one **Wrongful Act**, no matter how many:

- a. **Insureds** this policy covers;
- b. **Claims** are made; or
- c. Persons or organizations make **Claims**.

2. Total Limit of Insurance

The Total Limit of Insurance stated in Item 5.b. on the Declarations Page is the most the **Company** will pay for **Damages** and **Claim Expense** combined for the total of all **Claims** made during the **Policy Period** and any Extended Reporting Period, no matter how many:

- a. **Insureds** this policy covers;
- b. **Claims** are made;
- c. Persons or organizations make **Claims**; or

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d. **Wrongful Acts** are committed.

3. Sub-Limits

a. **Disciplinary Proceedings Claim Expense**

The most the **Company** will pay for all **Claim Expense** incurred in connection with **Disciplinary Proceedings** commenced during the **Policy Period** and any applicable Extended Reporting Period shall be \$10,000, no matter how many:

- (1) **Insureds** this policy covers;
- (2) **Disciplinary Proceedings** are commenced;
- (3) Persons, organizations, or authorities institute **Disciplinary Proceedings**; or
- (4) **Wrongful Acts** are committed.

b. **Insured's Claim Attendance Expense**

If the **Insured** is requested by the **Company** to attend hearings, depositions and trials in connection with the defense of a covered **Claim**, the most the **Company** shall pay for the **Insured's Claim Attendance Expense** incurred as a direct result of such attendance, after any applicable **Retention** is satisfied, will be the lesser of: the **Insured's** actual **Claim Attendance Expense**, or \$500 per day. In any event, the **Company's** total payment for all such **Claim Attendance Expense** shall not exceed \$10,000 for each **Policy Period**, no matter how many:

- (1) **Insureds** this policy covers;
- (2) **Claims** are made;
- (3) Persons or organizations make **Claims**;
- (4) Trials, depositions, hearings or related appearances the **Insured** attends; or
- (5) **Wrongful Acts** are committed.

c. These sub-limits, and any other sub-limit which may be stated in any endorsement to this policy, shall be part of, and not in addition to, the Total Limit of Insurance stated in Item 5.b. of the Declarations. Payment for **Claim Expense** or **Damages** to which a sub-limit applies will reduce the Total Limit of Insurance available to pay **Claims** covered under this policy.

d. If more than one sub-limited coverage applies to a **Claim** covered under this policy, the **Company** shall not be obligated to pay more than the largest applicable sub-limit for all **Claim Expense** and **Damages** in connection with such **Claim**.

B. Retention

The **Company** shall be liable for only that part of **Damages** and **Claim Expense** covered under this policy which is excess of the **Wrongful Act Retention** as described below and in the amount set forth in Item 6. of the Declarations. Such **Retention** shall be borne by the **Insureds** uninsured and at their own risk.

With respect to **Claims** for **Wrongful Acts**, the **Retention** set forth in Item 6. of the Declarations shall apply to each **Wrongful Act** covered by this policy. All **Wrongful Acts** that involve the same or related subject, person, class of person or have common facts or circumstances or involve common transactions, events or decisions, regardless of the number of repetitions, alterations, actions, or forms of communication will be treated as one **Wrongful Act** for the purposes of applying the **Retention**. The **Retention** applies to **Damages** and **Claim Expense** combined. The **Retention** shall not apply to **Claim Expense** incurred in connection with **Disciplinary Proceedings**.

If more than one **Retention** applies to a **Claim** covered under this policy, the **Insured's Retention** obligation shall not exceed the largest applicable **Retention** in connection with such **Claim**.

The Limit of Insurance shall not be reduced by the application of the **Retention**. All other rights, duties and obligations under the policy shall remain the same regardless of whether or not the **Retention** has been satisfied, including, but not limited to, the **Company's** right and duty to investigate, defend and settle **Claims** and the **In-**

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Insured's notice and cooperation duties set forth in this policy.

C. Reimbursement

If, at the **Company's** option, the **Company** has paid any amounts for **Damages** or **Claim Expense** in excess of the applicable Limit of Insurance, including any amounts paid in excess of the **Company's** obligation to pay **Damages** and **Claim Expense** pursuant to **SECTION I – INSURING AGREEMENT, Section B. Defense and Investigation, Paragraph 3.** of this policy, or if the **Company** has paid part or all of any **Retention**, the **Insured** shall reimburse the **Company** for such amounts upon demand.

The **Company** will have the right to seek recovery from any **Insured** of any **Claim Expense** or **Damages** paid by the **Company** as a result of any portion of a **Claim** that is not covered by this policy.

SECTION III – EXCLUSIONS

A. The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** for or arising directly or indirectly out of:

1. **Bodily Injury** or **Property Damage**.

2. An act or omission that is dishonest, fraudulent, criminal, malicious or was intentionally committed while knowing it was wrongful, as evidenced by any judgment, final adjudication, alternate dispute resolution proceeding or written admission by the **Insured**. This exclusion does not apply to any **Individual Insured** that did not commit, acquiesce or participate in the actions that gave rise to the **Claim**. Pursuant to **SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT, Section C.** of this policy, the **Company** shall have a right to reimbursement of any **Damages** or **Claim Expense** paid by the **Company** as a result of a **Claim** to which this exclusion applies.

3. Infringement, misappropriation or theft of:

a. Copyright;

b. Trademark, trade dress, trade name, service mark, service name, title or slogan;

c. Patent; or

d. Trade secrets.

4. Unfair competition, restraint of trade or any other violation of antitrust laws.

5. Harassment, misconduct or discrimination because of or relating to:

a. Race, creed, color or age;

b. Sex, sexual preference, national origin or religion; or

c. Handicap, disability or marital status,

but only if the harassment, misconduct or discrimination was knowingly committed, as evidenced by any judgment, final adjudication, alternate dispute resolution proceeding or written admission by the **Insured**. Pursuant to **SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT, Section C.** of this policy, the **Company** shall have a right to reimbursement of any **Damages** or **Claim Expense** paid by the **Company** as a result of a **Claim** to which this exclusion applies.

6. Gain, profit or advantage to which any **Insured** is not legally entitled, as evidenced by any judgment, final adjudication, alternate dispute resolution proceeding or written admission by the **Insured**. Pursuant to **SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT, Section C.** of this policy, the **Company** shall have a right to reimbursement of any **Damages** or **Claim Expense** paid by the **Company** as a result of a **Claim** to which this exclusion applies.

7. Violation of any provisions of the Employee Retirement Income Security Act of 1974 (the "Act") or:

a. Any amendment to the Act; or

b. Any regulations, rulings or orders issued pursuant to the Act.

8. Violation of the Securities Act of 1933 as amended, The Securities Exchange Act of 1934 as amended, the Investment Advisers Act of 1940, any state blue sky or securities law, any similar state or federal law, or any order, ruling or regulation issued pursuant to the above laws.

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9. The actual or threatened discharge, dispersal or release of any **Pollutant**; or the creation of an injurious condition involving any **Pollutant**; or the existence of any **Pollutant** on any property; or the clean up, removal, testing, monitoring, containment, treatment, detoxification or neutralization of any **Pollutant**. This exclusion shall apply whether or not the pollution was sudden, accidental, gradual, intended, expected or preventable or whether or not any **Insured** caused or contributed to the pollution.
10. The performance of services which can only be performed by a:
 - a. Architect or licensed engineer;
 - b. Attorney;
 - c. Certified public accountant;
 - d. Medical practitioner or other health care provider, including, but not limited to, physicians or nurses, and including any **Claims** arising directly or indirectly out of medical malpractice, including the giving or receiving of professionally qualified medical opinions, or the administration of or failure to administer or summon medical care or first aid;
 - e. Actuary;
 - f. Licensed insurance agent or broker;
 - g. Certified financial planner; or
 - h. Securities or investment advisor or broker/dealer.
11. Malfunction or defect of any hardware, equipment or component. This exclusion does not apply when the malfunction or defect is solely the result of any **Insured's Wrongful Act** in performing **Insured Services**.
12. Electrical or mechanical failure, including power interruption, surge, spike, brownout or blackout, and outages to gas, water, telephone, cable, satellite, telecommunications or other infrastructure; except this exclusion does not apply when the failure is solely the result of the **Insured's Wrongful Act** in performing **Insured Services**.
13. Gathering, acquisition or obtaining of information about Internet users in any manner, including but not limited to, placement and/or use of spyware or adware.
14. Unsolicited faxes, unsolicited electronic mail, unsolicited telephone calls or other unsolicited electronic communications. This exclusion shall include alleged violations of state, local or federal law, including non-U.S. laws, any amendment to such laws, or violation of any order, ruling or regulation issued pursuant to such laws that regulate such communication.
15. Actions, decisions, orders or proceedings by the Federal Trade Commission, Federal Communications Commission or any other federal, state or local governmental regulatory agency, except for **Disciplinary Proceedings**.
16. Unauthorized access to, unauthorized use of, or unauthorized alteration of any computer or system, hardware, software, program, network, data, database, communication network or service, including the introduction of malicious code or virus, or repetitively accessing a website under the control of an **Insured** with the intent to deny others access to such website or with the intent to cause such website's functionality to fail, including what is commonly referred to as denial of service attacks.
17. **Advertising by the Insured**, including inaccurate, inadequate or incomplete description of the price of the **Insured's** goods, products or services, or the failure of the **Insured's** goods, products or services to conform with any represented quality or performance contained in **Advertising by the Insured**.
18. Performance or failure to perform otherwise covered **Insured Services** without a valid and active license, certification, accreditation, or designation if required by federal, state, or local statutory laws to perform such **Insured Services**
19. Obligations under any Workers' Compensation, Unemployment Compensation, Employers Liability or Disability Benefit Law, including any similar provisions of any federal, state or local statutory or common law.

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20. Failure to protect any non-public, personally identifiable information in the **Insured's** care, custody or control.
21. Violation of or noncompliance with any law or regulation governing or pertaining to gambling, gaming, lotteries or games of chance and any other act associated with any such violation or noncompliance
22. Theft, misappropriation, commingling or conversion of any funds, monies, assets, or property.
23. Investment advice including guarantees about the future performance or value of investments, rates of return, interest, or tax consequences
- B.** The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** made by:
1. Any enterprise that is a parent, affiliate or partner of any **Insured**;
 2. Any enterprise directly or indirectly controlled, operated or managed by the **Insured** or an enterprise described in **SECTION III – EXCLUSIONS, Section B., Paragraph 1** above;
 3. Any **Insured**;
 4. Any present, former or prospective employees, officers, directors of any **Insured** when the **Claim** is in any way related to the present, former or prospective employment relations between the claimant and any **Insured**; or
 5. Any regulatory authority, or any federal, state or local governmental agency; except this exclusion does not apply to a **Claim** brought by any of these entities if such entity is also a client, and the **Claim** arises from actual or alleged **Wrongful Acts** in the **Insured's** performance of **Insured Services** for or on behalf of such agency or entity.
- C.** The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** for the breach of express warranties, guarantees or contracts; provided, however, with respect to allegations of breach of contract this exclusion shall not apply to any liability that would have attached in the absence of such contract nor to coverage for **Claims** for actual or alleged negligent performance of **Insured Services**.
- D.** The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** based upon, arising out of, directly or indirectly resulting from, in consequence of or in any way involving:
1. Any fact, circumstance, transaction, event or **Wrongful Act** that:
 - a. before the **First Inception Date** was the subject of any notice of claim or loss, or notice of potential claim or potential loss, given under any other policy of insurance; or
 - b. which, as of the **First Inception Date** any **Insured** had knowledge and that was reasonably likely to give rise to a **Claim** that would fall within the scope of the insurance afforded by this policy; or
 - c. any other **Wrongful Act** whenever occurring, which together with a **Wrongful Act** described in a. or b. above, constitute one **Wrongful Act** as defined in this policy;
 2. Any demand, suit or other proceeding pending, or order, decree or judgment entered:
 - a. against any **Insured** on or prior to the **First Inception Date** or any **Wrongful Act**, fact, circumstance or situation underlying or alleged therein; or
 - b. any other **Wrongful Act** whenever occurring, which, together with a **Wrongful Act** described in a. above, constitute one **Wrongful Act** as defined in this policy.

SECTION IV – WHERE AND WHEN THE COMPANY INSURES**A. Where The Company Insures**

Coverage under this policy applies to **Wrongful Acts** committed anywhere and to **Claims** made in the jurisdiction of the United States of America (including its territories and possessions), Puerto Rico and Canada. If **Damages** or **Claim Expense** are paid in a currency other than United

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States of America dollars, then the payment under this policy will be considered to have been made in United States dollars at the conversion rate published in *The Wall Street Journal* at the time of the payment.

B. When The Company Insures

1. Claims First Made

This insurance applies when a **Claim** is first made against any **Insured** during the **Policy Period**. To be covered, the **Claim** must also arise from a **Wrongful Act** committed during the **Policy Period**, except as otherwise provided below in **SECTION – IV, Section B. When The Company Insures, Paragraphs 2 and 3**. The **Company** will consider a **Claim** to be first made against an **Insured** when a written **Claim** is first received by any **Insured**.

This insurance also applies to **Claims** under the following conditions:

2. Prior Wrongful Acts

This policy will apply to a **Claim** first made against any **Insured** arising from a **Wrongful Act** committed between the **Retroactive Date** and the Inception Date of the policy, but only if all of the following conditions are met:

- a. The **Claim** is first made against any **Insured** during the **Policy Period**. The **Company** will consider a **Claim** to be first made against the **Insured** when a **Claim** is received by any **Insured**;
- b. No **Insured** knew, prior to the **First Inception Date**, of a circumstance that could reasonably be expected to lead to the **Claim**; and
- c. There is no other valid and collectible insurance applicable to the **Claim**.

3. Reported Wrongful Acts

This policy will apply to a **Claim** first made against any **Insured** after the end of the **Policy Period**, but only if all of the following conditions are met:

- a. The **Wrongful Act** giving rise to the **Claim** is committed between the **Retro-**

active Date and the end of the **Policy Period**;

- b. Prior to the **First Inception Date**, no **Insured** knew of the **Wrongful Act**, alleged **Wrongful Act** or circumstance that could reasonably be expected to lead to the **Claim**;
- c. The **Company** receives written notice from the **Insured** during the **Policy Period** of the **Wrongful Act**. The notice must include all of the following information:
 - (1) The names of those persons or organizations involved in the **Wrongful Act**;
 - (2) The specific person or organization likely to make the **Claim**;
 - (3) A description of the time, place and nature of the **Wrongful Act**; and
 - (4) A description of the potential **Damages**; and
- d. There is no other valid and collectible insurance applicable to the **Claim**.

The provisions of the policy in effect on the date the **Company** receives the notice of the **Wrongful Act** under this paragraph 3. will apply to any resulting **Claim**.

4. Extended Reporting Period

If the **Insured** did not report **Wrongful Acts** during the **Policy Period** as described in **SECTION – IV, Section B. When The Company Insures, Paragraph 3** above, and **Claims** arising from such **Wrongful Acts** are first made after the end of the **Policy Period**, such **Claims** are not covered under this policy unless the **First Named Insured** purchases an Extended Reporting Period from the **Company**.

- a. If the **First Named Insured** purchases an Extended Reporting Period, the **Company** will cover a **Claim** first made against any **Insured** after the end of the **Policy Period** but during the Extended Reporting Period, only if all of the following conditions are met:

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- (1) The **Wrongful Act** giving rise to such **Claim** is committed between the **Retroactive Date** and the end of the **Policy Period**;
- (2) No **Insured** knew prior to the **First Inception Date** of a circumstance that could reasonably be expected to lead to the **Claim**; and
- (3) There is no other valid or collectible insurance applicable to the **Claim**.

The **Company** will consider a **Claim** to be made during the Extended Reporting Period only if the **Claim** is first received by any **Insured** after the Expiration Date of the **Policy Period** and prior to the Expiration Date stated in the Extended Reporting Period Endorsement.

- b. The following provisions and conditions also apply to the Extended Reporting Period:

- (1) If there is a **Termination of Coverage** and upon request by the **Named Insured**, the **Company** will sell one of the Extended Reporting Period options listed on the Extended Reporting Period Option Endorsement. Where a claims-made relationship between the **Insured** and the **Company** has continued for less than one year the **Company** is not required to sell an Extended Reporting Period for **Termination of Coverage** for nonpayment of premium or fraud.
- (2) The **Company** must receive the **First Named Insured's** request for the Extended Reporting Period in writing within the later of:
 - a) sixty (60) days after the end of the **Policy Period**, or
 - b) thirty (30) days from the date of mailing or delivery of the advice informing the insured of an Extended Reporting Period option. This advice does not apply upon cancellation due to nonpayment of premium or fraud on the part of the **Insured**.

On receipt and acceptance of the request, the **Company** will issue an endorsement showing the Extended Reporting Period in accordance with the option requested by the **First Named Insured**. At the same time, the **Company** will bill the additional premium, and the **Company** must receive payment within thirty (30) days after the billing date for the endorsement to be effective.

- (3) The endorsement shall also include the provisions and conditions applicable to the Extended Reporting Period. Once in effect, the Extended Reporting Period may not be canceled.
- (4) A **Claim** that is first made during the Extended Reporting Period will be deemed to have been made on the last day of the **Policy Period**. The provisions of the policy in effect on the last day of the **Policy Period** will apply.
- (5) The Extended Reporting Period does not extend the **Policy Period** or change the scope of coverage provided.
- (6) If a corporation, partnership or other entity has been placed in liquidation or bankruptcy or permanently ceases operations and the entity or its designated trustee does not purchase extended reporting period coverage then any person covered under the policy may request the extended reporting period coverage within 120 days of the termination of coverage

5. Multiple Claims

All **Claims** arising from the same **Wrongful Act** will be deemed to have been made on the earlier of the following times:

- a. The date the first of those **Claims** is made against any **Insured**; or
- b. The first date the **Company** receives the **Insured's** written notice of the **Wrongful Act**.

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The provisions of the policy in effect on that date will apply.

SECTION V – DEFINITIONS

A. **“Advertising by the Insured”** means advertising, publicity or promotion of any kind of the **Insured’s** products and services.

B. **“Application”** means all of the following:

1. The **Insured’s** Miscellaneous Professional Liability insurance policy application, and, if this policy is a renewal of a policy issued by the **Company**, the **Insured’s** Miscellaneous Professional Liability insurance renewal application, including all applications and renewal applications submitted for such policies;
2. Other companies’ insurance policy applications, if accepted by the **Company**; and
3. All attachments to the **Application** or renewal **Application** and any other information furnished to the **Company** for the purpose of applying for the insurance. All such attachments and information will be kept on file by the **Company**, deemed attached to the policy as if physically attached to it and shall become incorporated in and constitute a part of this policy.

C. **“Bodily Injury”** means physical injury to the body, or sickness or disease sustained by a person, including death resulting therefrom.

Bodily Injury also means mental injury or mental anguish, including emotional distress, shock or fright, if resulting from injury to the body, sickness, disease or death of any person. However, **Bodily Injury** does not include such mental injury or mental anguish if directly resulting from a covered **Wrongful Act** arising out of the performance or failure to perform **Insured Services**.

D. **“Claim”** means a written demand or written assertion of a legal right made against any **Insured** seeking **Damages** or non-monetary relief, including arbitration proceedings and **Disciplinary Proceedings**, including any appeal therefrom.

E. **“Claim Attendance Expense”** means the **Insured’s** actual loss of earnings and reasonable expenses incurred directly in order for the **Insured** to attend hearings, depositions and trials

at the request of the **Company** in connection with the defense of a covered **Claim**.

F. **“Claim Expense”** means expenses incurred by the **Company** or by the **Insured** with the **Company’s** consent in the investigation, adjustment, negotiation, arbitration, mediation and defense of covered **Claims**, whether paid by the **Company** or **Insured** with the **Company’s** consent. **Claim Expense** includes:

1. Attorneys fees;
2. Costs taxed against an **Insured** in any suit defended by the **Company**;
3. The cost of appeal bonds or bonds to release attachments, but only for bond amounts within the applicable Limit of Insurance. The **Company** does not have to furnish these bonds; and
4. Reasonable expenses incurred by an **Insured** at the **Company’s** request, excluding:
 - a. Loss of earnings (except to the extent covered as **Claim Attendance Expense**); and
 - b. Salaries or other compensation paid to any **Insured**.

G. **“Company”** means the insurance company stated at the top of the Declarations Page.

H. **“Damages”** means monetary judgment, award or settlement, including those that are actual, statutory, punitive, multiplied or exemplary, if permitted by law in an applicable jurisdiction; and legal expense or other costs included as part of a judgment, award or settlement. **Damages** also includes interest on any part of any judgment that accrues after entry of the judgment and before the **Company** has paid, offered to pay or deposited in court the part of the judgment that is within the applicable Limit of Insurance.

Damages does not include fines, penalties, taxes or return of fees, deposits, commissions or charges for goods or services.

Damages also does not include costs of correcting, performing or re-performing **Insured Services** by:

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1. Any **Insured**; or
2. Another party, when an **Insured** had the opportunity to correct, perform or re-perform the service that generated the cost.

In determining the insurability of punitive or exemplary damages, or the multiplied portion of any multiplied damage award, the law of the jurisdiction most favorable to the insurability of those damages will control for purposes of resolving any dispute between the **Company** and the **Insureds**, provided that such jurisdiction is:

1. Where the punitive, exemplary or multiplied damages were awarded or imposed;
 2. Where the **Wrongful Act** giving rise to the **Claim** took place;
 3. Where either the **Company** or any **Insured** is incorporated, has its principal place of business or resides; or
 4. Where this policy was issued or became effective.
- I. "**Disciplinary Proceeding**" means any action, investigation or request for information by a regulatory or disciplinary official, board or agency authorized by law or administrative order to oversee, investigate or institute actions regarding the **Insured's** professional misconduct in the performance of **Insured Services**.
- J. "**First Inception Date**" is the Inception Date of the earliest errors and omissions insurance policy the **Company** issued to the **First Named Insured** that provides similar coverage by the **Company**, provided that there has been uninterrupted coverage by the **Company** for the **First Named Insured** from that earliest policy to this policy.
- K. The "**First Named Insured**" is the **Named Insured** first listed on the Declarations Page.
- L. "**Individual Insured**" means, individually and collectively:
1. Any **Named Insured** that is an individual person;
 2. Any **Named Insured's** stockholders for their liability as stockholders;

3. Any **Named Insured's** and **Subsidiary's** partners, officers, directors and employees, but only with respect to their activities within the scope of their duties in such capacity in the performance of **Insured Services** by the **Named Insured** or any **Subsidiary**; and

4. Any **Named Insured's** and **Subsidiary's** former partners, officers, directors and employees, but only with respect to their activities within the scope of their duties in the capacity of the **Named Insured's** partners, officers, directors or employees in the performance of **Insured Services** by the **Named Insured**.

In the event of death, incompetency, insolvency or bankruptcy of any **Insured**, the **Insured's** legal representative shall be considered an "**Individual Insured**", but only with respect to its activities within the scope of its duties in such capacity in the performance of **Insured Services** by a **Named Insured**.

M. "**Insured**" means, individually and collectively:

1. A **Named Insured**; and
2. The **Individual Insureds**.

N. "**Insured Services**" means those services performed for others as stated in Item 4. on the Declarations Page, or as otherwise stated by endorsement to this policy.

O. "**Named Insured**" means the person or entity listed in Item 1. of the Declarations Page and its **Subsidiaries**.

P. "**Policy Period**" means the period of time stated in Item 2. on the Declarations Page, or any shorter period resulting from policy cancellation.

Q. "**Pollutant**" means any solid, liquid, gaseous or thermal irritant or contaminant, including but not limited to:

1. Smoke, vapor, soot, fumes, acids, alkalis, chemicals, lead, silica, mold or asbestos;
2. Hazardous, toxic or radioactive matter or nuclear radiation;
3. Waste, which includes material to be recycled, reconditioned or reclaimed; or

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4. Any other pollutant as defined by applicable federal, state or local statutes, regulations, rulings or ordinances.

R. "Property Damage" means:

1. Physical injury to tangible property, including all resulting loss of use of that property; or
2. Loss of use of tangible property that is not physically injured.

S. "Retention" means the amount stated in Item 6. on the Declarations Page and described in **Section II.B.** of this policy.**T. "Retroactive Date"** means the date, if any, stated in Item 3. on the Declarations Page.**U. "Subsidiary(ies)"** means any entity in which, and so long as, a **Named Insured**, either directly or indirectly:

1. Owns more than fifty (50) percent of the issued and outstanding voting equity securities; or
2. Controls voting rights representing the present right to vote for election or to appoint more than fifty (50) percent of the directors or trustees;

on or before the effective date of this policy, or after the effective date of this policy; provided that, with any respect to any entity that becomes a **Subsidiary** after the effective date of the policy, and the entity's gross revenues exceed ten percent (10%) of the **Insured's** annual gross revenues at the Inception Date of the policy, the entity shall only be deemed a **Subsidiary** under this policy for a period of ninety (90) days from the date it became a **Subsidiary**.

If the **Insured** gives written notice within ninety (90) days of the creation or acquisition of the **Subsidiary**, including the necessary underwriting information the **Company** may require and pay any reasonable additional premium as the **Company** may require, then the **Company** will issue an endorsement including such entity in the definition of **Subsidiary** for the duration of the **Policy Period**.

In all events there is no coverage for **Wrongful Acts, Damages** or **Claim Expense** relating to any activities of a **Subsidiary**, or **Insured** there-

of, occurring prior to the time such entity became a **Subsidiary**.

V. "Wrongful Act" means conduct or alleged conduct by an **Insured**, or any person or organization for whom an **Insured** is legally liable, as described in Insuring Agreement **Section I.A.** of this policy or as amended by applicable endorsement(s) attached hereto.All **Wrongful Acts** that:

1. Take place between the **Retroactive Date** and the end of the **Policy Period** of the last policy the **Company** issued to the **Insured** and
2. Are related by common facts, circumstances, transactions, events and/or decisions will be treated as one **Wrongful Act**.

SECTION VI – GENERAL CONDITIONS**A. Time of Inception; Policy Period**

This policy will begin at 12:01 A.M. on the Inception Date shown in the Declarations. This policy will continue to apply until 12:01 A.M. on the Expiration Date also shown in the Declarations unless terminated at an earlier date.

B. Premium

The **First Named Insured** will pay to the **Company** the amount of premium stated in Item 7. of the Declarations. The premium may be adjusted at any time during the **Policy Period** or any extensions of the **Policy Period** based upon changes in the provisions of this policy as may be agreed upon by the **First Named Insured** and the **Company**.

C. Insured's Duties in the Event of a Claim

1. If there is a **Claim**, the **Insured** must do the following after the **Named Insured** has knowledge of the **Claim**:
 - a. Notify the **Company** in writing as soon as practicable. This notice must contain details that identify the **Insured**, the claimant and also reasonably obtainable information concerning the time, place and other details of the **Wrongful Act** and **Claim**.

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- b. Immediately send the **Company** copies of all demands, notices, summonses or legal papers received in connection with the **Claim**;
- c. Authorize the **Company** to obtain records and other information;
- d. Cooperate with and assist the **Company** in the investigation, settlement or defense of the **Claim**; and
- e. Assist the **Company**, upon the **Company's** request, in enforcing any rights of contribution or indemnity against another who may be liable to any **Insured**.

2. No **Insured** will, except at the **Insured's** own cost, voluntarily make a payment, admit liability, assume any obligation or incur any expense without the **Company's** prior written consent.
3. When this policy requires that an **Insured** provide notice of a **Claim**, we will consider the **Insured** to have knowledge of that **Claim** when any of the offices of the **Named Insured's** chairperson of the board of directors, president, chief executive officer, chief operating officer, chief financial officer, risk manager or in-house counsel has that knowledge.

D. Bankruptcy

The bankruptcy or insolvency of the **Insured** or **Insured's** estate will not relieve the **Company** of the **Company's** obligation under this insurance. However, this insurance will not apply to liability directly or indirectly due to such bankruptcy, insolvency, receivership or subsequent liquidation.

E. Other Insurance

If other valid and collectible insurance applies to a **Claim** covered under this policy, this insurance is excess over such other insurance, except when the other insurance is specifically arranged by or on behalf of the **Named Insured** to apply in excess of this insurance, and no other insurance applies to the **Claim**.

F. Subrogation and Recovery

In the event of any payment under this policy, the **Company** will be subrogated to all the **In-**

sured's rights of recovery therefore against any person or organization, and the **Insured** will execute and deliver instruments and papers and do whatever else is necessary to secure such rights. The **Insured** will do nothing to prejudice such rights. The **Company** will have no rights of subrogation against any **Insured** hereunder. Any recoveries shall be applied as follows:

1. First, to the **Company** up to the amount the **Company** has paid for **Damages** and **Claim Expense**.
2. Then, to the **First Named Insured** as recovery of Retention amounts paid as **Damages** and **Claim Expense**.

G. Changes in Insured's Operations

This policy applies only to **Insured Services** as described in the **Application**. This policy will not apply to any other activities or entities unless, with the **Company's** consent, such activities or entities are added to this policy by endorsement. The **Named Insured** will promptly pay any additional premium that may become due as a result of such addition.

H. Assignment

Assignment of any interest under this policy will not bind the **Company** unless and until its written consent is endorsed hereon.

I. Cancellation and Nonrenewal

1. Cancellation

- a. The **First Named Insured** may cancel this policy by mailing or delivering written notice of cancellation to the **Company** or the **Company's** authorized representative, at the address shown on the Declarations Page of this policy. Such notice of cancellation will state the effective date of cancellation or, if no effective date is stated, the effective date of cancellation shall be thirty (30) days after receipt of notice. The **Policy Period** will end on that date.
- b. The **Company** may cancel this policy by mailing or delivering to the **First Named Insured** written notice of cancellation at least:

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(1) Ten (10) days before the effective date of cancellation if the **Company** cancels for nonpayment of premium; or

(2) Thirty (30) days before the effective date of cancellation if the **Company** cancels for any other reason.

c. If this policy is canceled, the **Company** will send the **First Named Insured** any premium refund due. If the **Company** cancels, the refund will be the pro rata unearned amount of the annual premium. If the **First Named Insured** cancels, the refund, if any, will be the pro rata unearned amount of the annual premium calculated at the customary short rate. Return of premium to the **First Named Insured** is not a condition precedent to cancellation.

d. The **Company** will mail or deliver the notice to the address stated in Item 1. on the Declarations Page.

e. If notice of cancellation is mailed, proof of mailing will be sufficient proof of notice. Delivery of the notice will be the same as mailing.

2. Nonrenewal

The **Company** may elect not to renew this policy by mailing or delivering written notice of nonrenewal to the **First Named Insured** at the address shown on the Declarations Page of this policy. The **Company** will mail or deliver the notice at least sixty (60) days before the expiration of the policy.

If notice of nonrenewal is mailed, proof of mailing will be sufficient proof of notice. Delivery of the notice will be the same as mailing.

J. Action Against the Company

1. No action will lie against the **Company** unless, as a condition precedent thereto, there has been full compliance with all of the terms of this policy by all **Insureds**, nor until the amount of the **Insured's** obligation to pay has been fully determined either by judgment or award against the **Insured** after actual trial or arbitration or by written agreement among the **Insured**, the claimant

and the **Company**. Any person or organization, or the legal representative thereof, who has secured such judgment or written agreement, will thereafter be entitled to recover under this policy to the extent of the insurance afforded by this policy.

2. No person or organization will have any right under this policy to join the **Company** as a party to any action against the **Insured** to determine the **Insured's** liability, nor will the **Company** be impleaded by the **Insured** or the **Insured's** legal representative.

K. Representations

By accepting this policy, the **Named Insured** agrees:

1. The statements made and information contained in the **Application** for this insurance furnished to the **Company** are true, accurate and complete;

2. Those statements furnished to the **Company** are representations the **Named Insured** made to the **Company** on behalf of all **Insureds**;

3. Those representations are a material inducement to the **Company** to issue this policy;

4. The **Company** has issued this policy in reliance upon those representations;

5. This policy embodies all agreements existing between the **Insured** and the **Company** or any of its agents relating to this insurance;

6. The **Insured** has and will provide true, accurate and complete information with regard to audits, claims, and assessments as required by the **Company**;

7. The **Application**, including any attachments, and all other information and materials submitted by or on behalf of the **Insureds** to the **Company** in connection with the **Company** underwriting this policy, will be kept on file by the **Company**, deemed attached to this policy as if physically attached to it and shall become incorporated in and constitute a part of this policy;

MISCELLANEOUS PROFESSIONAL LIABILITY POLICY

8. If such representations or such information are not true, accurate and complete, this policy shall be null and void in its entirety and the **Company** shall have no liability hereunder.

L. Severability

With regard to the information provided on any insurance **Application** or with regard to knowledge of any **Wrongful Acts** or **Claims** as referenced in this policy, only facts pertaining to and knowledge possessed by any of the offices of the **Named Insured's** chairperson of the board of directors, president, chief executive officer, chief operating officer, chief financial officer, risk manager, in-house counsel or any person whose signature appears on any **Application**, shall be imputed to the **Insured**.

M. Changes to the Policy

Notice or knowledge possessed by any person will not effect a waiver or a change in any part of this policy or estop the **Company** from asserting any rights under the terms of this policy; nor will the terms of this policy be waived or changed except by written endorsement issued to form a part of this policy.

N. Authorization

The **First Named Insured** is responsible for assurance of payment of all premiums and **Retentions**. The **First Named Insured** will have exclusive authority to act on behalf of all other **Insureds** with respect to providing and receiving notices of cancellation or nonrenewal, receiving any return premium, and purchasing an Extended Reporting Period. In the event of a disagreement between any **Insureds**, the **First Named Insured** will have exclusive authority to act on behalf of all other **Insureds** with respect to negotiation of settlements and the decision to appeal or not to appeal any judgment.

**MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 120 11 15**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ANTI-STACKING ENDORSEMENT

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT, Section A Limits of Insurance of the policy is amended to add the following:

If any **Wrongful Act** that is covered by the policy is also covered to any extent by another policy also issued by the **Company** or any of its parents, subsidiaries or its affiliates to the **Named Insured**, the total liability of the **Company** or its parents, subsidiaries or its affiliates under either or both policies for the **Wrongful Act** shall not exceed the largest Total Limit of Insurance available under either policy.

All other terms and conditions of this policy remain unchanged.

MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 14 11 15

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**INDEPENDENT CONTRACTORS – PERSONS INSURED
CHANGE ENDORSEMENT**

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION V – DEFINITIONS, Section L.3. of the policy is deleted in its entirety and replaced by the following:

3. Any **Named Insured's** and **Subsidiary's** partners, officers, directors, employees and independent contractors, but only with respect to their activities within the scope of their duties in such capacity in the performance of **Insured Services** by the **Named Insured** or any **Subsidiary**; and

All other terms and conditions of this policy remain unchanged.

SECTION V – DEFINITIONS, Section L. 4. of the policy is deleted in its entirety and replaced by the following:

4. Any **Named Insured's** and **Subsidiary's** former partners, officers, directors, employees and independent contractors, but only with respect to their activities within the scope of their duties in the capacity of the **Named Insured's** partner, officer, director, employee or independent contractors in the performance of **Insured Services** by the **Named Insured**.

SECTION III – EXCLUSIONS, Section, B. 4. of the policy is deleted in its entirety and replaced by the following:

The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** made by:

4. Any present, former or prospective employees, independent contractors, officers or directors of any **Insured** when the **Claim** is in any way related to the present, former or prospective employment or independent contract relations between the claimant and any **Insured**.

MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 41 03 18

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

INFRINGEMENT OF COPYRIGHT/TRADEMARK
SUBLIMIT ENDORSEMENT

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION I – INSURING AGREEMENTS, Section A.2 of the policy is amended to add the following:

2. For the purposes of this policy of insurance, “Wrongful Act” shall mean the following conduct or alleged conduct by an Insured, or any person or organization for whom an Insured is legally liable:

- g. Infringement of title, slogan, trademark, trade name, trade dress, service mark or service name;
- h. Infringement of copyright, false attribution of authorship, passing off, plagiarism or misappropriation of ideas under implied contract;
- i. Piracy, Unfair Competition or other misuse of intellectual property right in Content, but only when alleged in conjunction with the types of Claims named in g. and h. above.

SECTION II – LIMITS OF INSURANCE, RETENTION AND REIMBURSEMENT, Section A.3., Sub-Limits, of the policy is amended to add the following:

Copyright/Trademark

The most the Company will pay for all Damages and Claim Expense for Claims arising out of any actual or alleged infringement of copyright, infringement of trade mark, trade dress, trade name, service mark, service name, title or slogan or Piracy, Unfair Competition or other misuse of intellectual property

right in Content shall be \$250,000 , no matter how many:

- (1) Insureds this policy covers;
- (2) Claims are made;
- (3) Persons or organizations make Claims; or
- (4) Wrongful Acts are committed.

This sub-limit shall be part of, and not in addition to, the Total Limit of Insurance stated in Item 5.b. of the Declarations. Payment for Claim Expense or Damages to which a sub-limit applies will reduce the Total Limit of Insurance available to pay Claims covered under this policy.

SECTION III – EXCLUSIONS, Section A.3 of the policy is deleted in its entirety and replaced by the following:

The Company is not obligated to pay Damages or Claim Expense or defend Claims for or arising directly or indirectly out of:

- 3. Infringement, misappropriation or theft of:
 - a. Patent; or
 - b. Trade secrets.

SECTION V – DEFINITIONS of the policy is amended to add the following:

“Content” means printed, audio, visual, digital or informational material.

“Piracy” means the wrongful use, reprinting or reproduction of copyrighted intellectual property.

“Unfair Competition” means the misuse of an intellectual property right in **Content**.

All other terms and conditions of this policy remain unchanged.

**MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 43 11 15**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CONSULTANTS CHANGE ENDORSEMENT

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION III – EXCLUSIONS, Section A of the policy is amended to add the following:

A. The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** for or arising directly or indirectly out of:

Advice about or selection of any investment advisor, investment manager, custodial firm or similar firm by any **Insured**.

Advice about, promise or guarantee of the future performance or value of investments, or rate of return or interest by any **Insured**.

Loss of or fluctuation in the value of any monies or securities.

Commingling or improper use of funds.

Failure of investments to perform as expected or desired.

All other terms and conditions of this policy remain unchanged.

**MISCELLANEOUS PROFESSIONAL
LIABILITY MPL 00 58 12 18**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXTENDED REPORTING PERIOD OPTION ENDORSEMENT

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

The Extended Reporting Period options and the respective percentage of the Net Variable Premium, as stated in Item 7. of the Declarations Page that the **First Named Insured** must pay to purchase the Extended Reporting Period are:

One Year = 100%

Two Years = 150%

Three Years = 200%

Four Years = 225%

Unlimited = 250%

All other terms and conditions of this policy remain unchanged.

**MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 80 11 15**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**BLANKET WAIVER OF SUBROGATION AS REQUIRED BY
CONTRACT CHANGE ENDORSEMENT**

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

**SECTION VI – GENERAL CONDITIONS, Section F
Subrogation and Recovery** of the policy is amended to add the following additional paragraph after **F.2**:

The **Company** hereby waives any of its rights to pursue recovery in a subrogation action against all clients of any **Insured** hereunder, where such waiver of subrogation by the **Company** is a contractual requirement for services performed under a written agreement between an **Insured** and any client of the **Insured**. This waiver of subrogation rights by the **Company** shall apply only with respect to clients of any **Insured**, and not to others, associated with any **Claim** brought against any **Insured** for services performed under a written agreement between the client and an **Insured**.

All other terms and conditions of this policy remain unchanged.

**MISCELLANEOUS PROFESSIONAL LIABILITY
MPL 00 90 11 15**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**EXCLUSION OF OWNED PROPERTY
CHANGE ENDORSEMENT**

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION III – EXCLUSIONS, Section A. of the policy is amended to add the following:

- A.** The **Company** is not obligated to pay **Damages** or **Claim Expense** or defend **Claims** for or arising directly or indirectly out of:

The performance of **Insured Services** involving any property in which the **Insured** or any of the **Insured's Direct Relatives** have or had an ownership or equity interest as an individual, partner, shareholder or fiduciary. "**Direct Relatives**" means any of the following (including step-relations or relations by adoption): **Insured's** parent, grandparent, siblings, children or **Insured's** spouse and **Insured's** spouse's parents, grandparents, siblings or children.

All other terms and conditions of this policy remain unchanged.

MISCELLANEOUS PROFESSIONAL LIABILITY MPL 04 01 11 15

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CALIFORNIA CHANGES

This endorsement modifies insurance provided under the following:

Miscellaneous Professional Liability Insurance Policy

SECTION VI – CONDITIONS, Section I. Cancellation and Nonrenewal is deleted in its entirety and replaced by the following:

I. Cancellation and Nonrenewal

1. Cancellation

a. The **First Named Insured** may cancel this policy by mailing or delivering written notice of cancellation to the **Company** or the **Company's** authorized representative, at the address shown on the Declarations Page of this policy. Such notice of cancellation will state the effective date of cancellation or, if no effective date is stated, the effective date of cancellation shall be thirty (30) days after receipt of notice. The **Policy Period** will end on that date.

b. The **Company** may cancel this policy by mailing or delivering to the **Named Insured** and to the agent or broker of record, written notice of stating the reason for cancellation at least:

- (1) Ten (10) days before the effective date of cancellation if the **Company** cancels for nonpayment of premium for fraud; or
- (2) Thirty (30) days before the effective date of cancellation if the **Company** cancels for any other reason.

c. If this policy has been effective for more than sixty (60) days or is a renewal policy, only an occurrence of one or more of the following after the effective date of the policy will be considered grounds for cancellation:

- (1) Nonpayment of premium, including payment due on a prior policy issued by the **Company** and due during the current policy term covering the same risks;
- (2) A judgment by a court or an administrative tribunal that the **Named Insured** has violated any law of the state of California or of the United States having as one of its necessary elements an act which materially increases any of the risks insured against;
- (3) Discovery of fraud or material misrepresentation by either the **Named Insured** or the **Insured's** representative in obtaining the insurance or the **Named Insured** or the **Named Insured's** representative in pursuing **Claim** under the policy;
- (4) Discovery of willful or grossly negligent acts or omissions, or of any violations of state laws or regulations establishing safety standards, by the **Named Insured** or the **Named Insured's** representative, which materially increase any of the risks insured against;

MISCELLANEOUS PROFESSIONAL LIABILITY – California Changes

- (5) Failure by the **Named Insured** or the **Named Insured's** representative to implement reasonable loss control requirements which were agreed to by the **Insured** as a condition of policy issuance or that were conditions precedent to the use by the **Company** of a particular rate or rating plan, if the failure materially increases any of the risks insured against;
- (6) A determination by the Commissioner that the loss of, or changes in, the **Company's** reinsurance covering all or part of the risk would threaten the financial integrity or solvency of the **Company**. A certification made under penalty of perjury to the Commissioner by an officer of the **Company** of the loss of, or change in, reinsurance and that the loss or change will threaten the financial integrity or solvency of the **Company** if the cancellation of the policy is not permitted shall constitute this determination unless disapproved by the Commissioner within thirty (30) days of the filing. There shall be not extensions to this thirty (30) day period;
- (7) A determination by the Commissioner that a continuation of the policy coverage would place the **Company** in violation of the laws of the state of California or the state of the **Company's** domicile or that the continuation of coverage would threaten the solvency of the **Company**;
- (8) A change by the **Named Insured** or the **Named Insured's** representative in the activities or property of the commercial or industrial enterprise that results in a material added risk, a materially increased risk or a materially changed risk, unless the added, increased or changed risk is included in the policy.
- d. If this policy is canceled, the **Company** will send the **Named Insured** any premium refund due. If the **Company** cancels, the refund will be the pro rata unearned amount of the annual premium. If

the **Named Insured** cancels, the refund, if any, will be the pro rata unearned amount of the annual premium calculated at the customary short rate. Return of premium to the **Named Insured** is not a condition precedent to cancellation. In the event of cancellation of this policy, any return premium due the **First Named Insured** will be refunded within eighty (80) business days.

2. Nonrenewal

The **Company** may elect not to renew this policy by mailing, by certified mail with return receipt, or delivering written notice of nonrenewal to the **Named Insured** at the address shown on the Declarations Page of this policy, with a copy to the agent or broker of record on the policy. The **Company** will mail or deliver the notice at least sixty (60) days, but not more than one hundred twenty (120) days, before the expiration of the policy.

If notice of nonrenewal is mailed, proof of mailing will be sufficient proof of notice. Delivery of the notice will be the same as mailing. The notice period will be extended by an additional ten (10) days to allow for mailing time.

Notice of nonrenewal as described in this provision will not be required for any of the following situations:

- a. Transfer or renewal of a policy without changes between insurers of the same group;
- b. Extension of the policy of ninety (90) days or less after notice of nonrenewal has been sent;
- c. The **Insured** has obtained or agreed to obtain replacement coverage within sixty (60) days of termination;
- d. For a sixty (60) day policy, where notice of renewal is given at the time the policy was issued;
- e. The **Insured** requests a change in terms, conditions or risks covered by the policy

MISCELLANEOUS PROFESSIONAL LIABILITY – California Changes

within sixty (60) days prior to the end of the Policy Period; or

- f. The **Company** has made a written offer sixty (60) days prior to the end of the policy term to renew under different terms.

SECTION VI – CONDITIONS of the policy is amended to add the following:

O. Renewal With Altered Terms

If renewal of this policy will be based on a rate increase of twenty-five percent (25%) or more, increase in **Retention**, reduction of limits or elimination of coverage(s), the **Company** will provide the **First Named Insured** at least sixty (60) days, but not more than one hundred twenty (120) days, advance notice of such change(s) prior to the expiration of the policy. The notice will be mailed via certified mail or delivered to the **First Named Insured** at the address shown on the Declarations Page of this policy. The notice period will be extended by an additional ten (10) days to allow for mailing time. If notice is mailed, proof of mailing will be sufficient proof of notice. Delivery of the notice will be the same as mailing.

All other terms and conditions of this policy remain unchanged.

Bewilder, Inc
1840 N Kenmore Ave
Apt 204
Los Angeles, CA 90027

Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

With respect to the Agreement/Contract (Number _____) between **Camino Nuevo Charter Academy** ("CHARTER SCHOOL") and the individual, company, or contractor **Bewilder** ("VENDOR") for provision of services.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The VENDOR hereby certifies to the CHARTER SCHOOL's Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the VENDOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees.

- C. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all VENDOR employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(l).

List below, or attach, the **name and other information for each vendor employee** for whom VENDOR has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
Yvonne Leow	6/16/2023	10/31/2026	
Anna Szimhart	6/23/2023	10/31/2026	
Rebekah Geiselman	7/03/2023	10/31/2026	
Naiseyi Martinez	6/24/2023	10/31/2026	
Sofia Sioris	6/22/2023	10/31/2026	
Adrean Barrios	6/21/2023	10/31/2026	
Morgan Taylor	6/26/2023	10/31/2026	
Markesha Chatfield	6/20/2023	10/31/2026	
Mason Conrad	6/17/2023	10/31/2026	
Eric Solis	6/19/2023	10/31/2026	
Rose Di Nardo	6/23/2023	06/26/2026	
Antoinette Laviolette	6/23/2023	06/05/2026	

WAIVER JUSTIFICATION:

Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

D. The VENDOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.

The VENDOR and its employees will NOT have any interaction with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee. [Ed. Code § 45125.1(a).]

The VENDOR, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [Ed. Code § 45125.2 (a).]

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students

2) Continual supervision and monitoring of all employees of the VENDOR by an employee of the VENDOR who has not been convicted of a serious of violent felony as ascertained by the DOJ

3) Surveillance of employees of the VENDOR by school personnel

The services provided by the VENDOR and its employees are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [Ed. Code § 45125.1(b).]

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the VENDOR'S sole responsibility to maintain, update, and provide the CHARTER SCHOOL with current and complete information along with the employee list, throughout the duration of services provided by VENDOR.

Yvonne Leow

Authorized Vendor Signature

Yvonne Leow

Printed Name

CEO

Title

6/26/2023

Date

Coversheet

ELOP Contract with Tinker the Robot

Section: IV. Consent Items
Item: F. ELOP Contract with Tinker the Robot
Purpose: Vote
Submitted by:
Related Material: 24-25 Tinker the Robot ELOP Agreement.pdf



Camino
Nuevo
Charter
Academy

Camino Nuevo Charter Academy

INDEPENDENT CONTRACTOR AGREEMENT

I. This Independent Contractor Agreement (hereinafter called “Agreement”) is dated this **18** day of **June**, 2024, by and between Camino Nuevo Charter Academy (hereinafter called “**CNCA**”), located at 3435 W Temple Street, and Tinker the Robot (hereinafter called “**Contractor**”), located at 2438 San Gabriel Blvd, Suite C, Rosemead, CA 91770.

II. **Description of Tinker the Robot.** In consideration of their mutual covenants, the parties hereto agree as follows: The Tinker the Robot to be provided by **Contractor** pursuant to this Agreement (Tinker the Robot), including details regarding the contact that **Contractor** and its assigns will have with students, are described in

Attachment A - Description of Tinker the Robot – (MUST BE COMPLETED AND ATTACHED TO THIS DOCUMENT)

Contractor hereby verifies that it is specially trained or experienced and competent to provide the Tinker the Robot required by this Agreement and acknowledges that **CNCA** has entered into this Agreement in reliance on the above verification.

III. **Term of Agreement.** The work specified above will commence on June 24, 2024 and will be completed by June 20, 2025. **CNCA** has no legal obligation to renew this Agreement and the decision to do so shall be entirely within the discretion of **CNCA**.

IV. **Billing.** In consideration of the Tinker the Robot provided, **Contractor** will submit invoices once per semester in December 2024 and June 2025 and will be paid at the rate of **\$188,950.00** per year. The total contract amount will not exceed **\$188,950.00**. Payment is due within thirty (30) days of receipt of invoice.

V. **Indemnification.** **Contractor** agrees to defend, indemnify and hold harmless **CNCA**, its officers, directors, employees, agents, affiliates, owners, volunteers, successors and assigns from and against any and all claims, including active and passive claims, losses, costs, attorney fees and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and/or damage to property sustained, or claimed to have been sustained, arising out of any act or omission by **Contractor** or its sub-Contractors, and/or any other person, firm or corporation furnishing or supplying services, materials or supplies in conjunction with the Tinker the Robot of the **Contractor**, whether authorized by this Agreement or not. **Contractor** further agrees to waive all rights of subrogation against **CNCA**. The provisions of this article do not apply to any damage or losses caused solely by the negligence or willful misconduct of **CNCA** or any of its agents or employees.

VI. **Insurance.** **Contractor** shall, at its own expense, procure and maintain at all times it performs any portion of the Tinker the Robot the following insurance with minimum limits equal to the amounts indicated below.

1) Minimum Scope of Insurance

- a) *Commercial General Liability and Automobile Liability Insurance.* Commercial General Liability Insurance and Automobile Liability Insurance that shall protect **Contractor**, **CNCA**, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Tinker the Robot. (Form CG 0001 and CA 0001) Commercial General Liability insurance shall include contractual liability, products liability, completed operations and broad form property damage coverage.
- b) *Workers’ Compensation and Employers’ Liability Insurance.* Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Tinker the Robot. In accordance with provisions of section 3700 of the California Labor Code, **Contractor** shall be required to secure workers’ compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Tinker the Robot under this Agreement are not protected under the Workers’ Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Tinker the Robot.
- c) *Professional Liability (Errors and Omissions) Insurance.* Professional Liability (Errors and Omissions) Insurance against loss due to error, omission or malpractice, unless waived in writing by **CNCA**.

- d) *Sexual Abuse & Molestation Insurance*. Sexual Abuse & Molestation Insurance covering bodily injury, emotional distress, or mental anguish related to any claim, cause of action, or liability associated with child molestation or sexual abuse.

2) Minimum Limits of Insurance

- i. *Commercial General Liability Insurance*: \$1,000,000 combined single limit per occurrence for bodily injury, personal injury, and property damage; \$3,000,000 general aggregate.
 - ii. *Automobile Liability Insurance*: \$1,000,000 combined single limit per accident for bodily injury and property damage; \$2,000,000 general aggregate.
 - iii. *Workers' Compensation and Employers' Liability Insurance*: Workers' compensation limits as required by the Labor Code of the State of California and Employers Liability limits of \$1,000,000 per accident.
 - iv. *Professional Liability (Errors and Omissions) Insurance*: \$1,000,000 single limit per claim; \$2,000,000 general aggregate.
 - v. *Sexual Abuse & Molestation Insurance*. \$2,000,000 per claim and in aggregate if this coverage is applicable to the Tinker the Robot provided.
- 3) Claims-Made Forms: If the above insurance is written on a claims-made form, it shall continue for three years following termination of this Agreement. Such insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.
- 4) Deductibles and Self-Insured Retentions: Any deductibles or self-insured retentions must be declared to and approved by CNCA.
- 5) Other Insurance Provisions: The policies shall contain, or be endorsed to contain, the following provisions:
- a) *General Liability and Automobile Liability Coverages*
 - i. **Contractor's** insurance coverage shall be primary insurance with respect to CNCA, its officers, board members, officials, employees, agents, or volunteers. Any insurance or self-insurance maintained by CNCA, its officers, board members, officials, employees, or volunteers shall be in excess of **Contractor's** insurance and shall not contribute to it.
 - ii. CNCA, its officers, board members, officials, employees, agents, and volunteers shall be covered as additional insureds with respect to liability arising out of activities performed by or on behalf of **Contractor**; and premises owned, leased, or used by **Contractor**. The coverage shall contain no special limitations on the scope of the protection afforded to CNCA, its officers, board members, officials, employees, agents, or volunteers.
 - iii. Failure to comply with reporting provisions of the policies shall not affect coverage provided to CNCA, its officers, board members, officials, employees, agents, and volunteers.
 - iv. Coverage shall state that **Contractor's** insurance shall apply separately to each insured against whom a claim is made or a suit is brought, except with respect to the limits of the insurer's liability.
 - b) *All Coverages*
 - i. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to CNCA. In addition, **Contractor** agrees that it shall not reduce its coverage or limits on any such policy except after thirty (30) days prior written notice has been given to CNCA and CNCA approves the reduction in coverage or limits. **Contractor** further agrees that it shall not increase any deductibles or self-insured retentions on any such policy except after thirty (30) days prior written notice has been given to CNCA and CNCA approves such increase. Insurance is to be placed with insurers with a Best's rating of no less than A: VII. This requirement may, however, be waived in individual cases for Errors and Omissions Coverages only, provided that in no event will a carrier with a rating of B: IX or lower be acceptable.
- 6) Self-Insured Entities: CNCA may, at its discretion, accept self-insurance as being in compliance with this section. In such case, **Contractor** agrees that it will defend and indemnify CNCA, including its officers, board members, officials, employees, agents, and volunteers, to the same extent as it would **Contractor** or any other self-insured person or entity, and that it will treat CNCA, including its officers, board members, officials, employees, agents, and volunteers, in all respects as if it were covered to the same extent as **Contractor** or any other self-insured person or entity. Self-insurance shall be subject to all requirements contained in this section. Alternatively, self-insured entities may purchase insurance covering CNCA for all work performed and/or services rendered under this Agreement, provided such insurance complies with all the requirements of this section.
- 7) Evidence of Insurance: Prior to commencing work under this Agreement, **Contractor** shall provide CNCA with certificates of insurance evidencing compliance with this section. On request, **Contractor** shall furnish copies of any and/or all of the required insurance policies.

VII. **Limitation of CNCA Liability**. Other than as provided in this Agreement, CNCA's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall CNCA be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or for the Tinker the Robot performed in

connection with this Agreement.

VIII. Non-Discrimination. Contractor shall ensure that no person employed by, associated with, or subcontracted to **Contractor** shall, on the basis of race, color, national origin, age, ancestry, religion, sex, handicap or sexual orientation, or other basis protected by law, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity at **CNCA** and shall ensure its, and its employees' and subcontractors' compliance with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.

IX. Interest of Contractor. It is understood and agreed that this Agreement is not a contract of employment between **CNCA** and **Contractor**. At all times **Contractor** shall be deemed to be an independent contractor and is not authorized to bind **CNCA** to any contracts or other obligations. In executing this Agreement, **Contractor** certifies that no one who has or who will have any financial interest under this Agreement is an officer or employee of **CNCA**. Additionally, as the **Contractor** is not a **CNCA** employee, **Contractor** is solely responsible for all employment-related responsibilities for its employees, including but not limited to training, fingerprinting, workers' compensation, etc..

X. Workers' Compensation. Contractor is aware of the laws of the State of California requiring employers to be insured against liability for Workers' Compensation and shall comply with such laws during the term of this Agreement.

XI. Occupational Safety and Health Administration (OSHA). Contractor is aware of OSHA standards and codes as set forth by the U.S. Department of Labor and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verify that all performance under this Agreement shall be in compliance therewith.

XII. Originality of Services. Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the **CNCA** and/or used in connection with this Agreement, shall be wholly original to **Contractor** and shall not be copied in whole or in part from any other source, except that submitted to **Contractor** by **CNCA** as a basis for such services.

XIII. License and Authority. Contractor warrants that it will maintain all necessary licenses, registrations, and certifications during the term of this Agreement, and that it is duly authorized to enter into this Agreement by its governing or controlling body. Evidence or copies of all necessary licenses, registrations and certifications must be provided to **CNCA**.

XIV. Compliance with Laws. Contractor shall observe and comply with all rules and regulations of the governing board of **CNCA** and all federal, state, and local laws, ordinances and regulations. **Contractor** shall give all notices required by any law, ordinance, rule and/or regulation bearing on the performance of the Tinker the Robot as indicated or specified. If **Contractor** observes that the Tinker the Robot is at variance with any such laws, ordinances, rules or regulations, **Contractor** shall notify **CNCA** in writing, and at the sole option of **CNCA**, any necessary changes to the Tinker the Robot shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon **Contractor's** receipt of a written termination notice from **CNCA**. If **Contractor** performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying **CNCA** of the violation, **Contractor** shall bear all costs arising therefrom.

XV. Equipment and Facilities. Contractor will provide all necessary equipment and facilities to render its Tinker the Robot pursuant to this Agreement, unless the parties to this Agreement specifically agree in writing that said equipment and facilities will be provided in a different manner. Equipment purchased under the provisions of this Agreement by **CNCA** is the property of **CNCA** and shall be used for its intended purpose during the term of this Agreement. An inventory of all equipment purchased under this Agreement shall be maintained. After the term of this Agreement, the equipment shall continue to be the property of **CNCA**.

XVI. Employment of Additional Workers by Contractor. Contractor may, at its own expense, employ additional workers or subcontractors as necessary for the completion of this Agreement and shall maintain workers' compensation insurance as required by state law. **CNCA** shall not control, direct, or supervise **Contractor's** additional workers or subcontractors in the performance of services. **Contractor** assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or sub-contractors and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. **Contractor** shall not hire employees of **CNCA** for performance of this Agreement unless such employment does not conflict with **CNCA's** personnel policies as determined by **CNCA**.

XVII. Assignment. Without the prior written consent of **CNCA**, this Agreement is not assignable by the **Contractor**, either in whole or in part.

XVIII. Successors and Assigns. Subject to the provision regarding assignment, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

XIX. Governing Law. The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of this Agreement shall be in County of Los Angeles, California.

XX. Withholding. **CNCA** shall not withhold or set aside any money on behalf of the **Contractor** for Federal Income Tax, State Income Tax, Social Security Tax, Unemployment Insurance, Disability Insurance, or any other federal or state fund whatsoever. It shall be the sole responsibility of the **Contractor** to withhold, set aside and account for all of the above.

XXI. Audit. **Contractor** shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of **Contractor** transacted under this Agreement. **Contractor** shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. **Contractor** shall permit **CNCA**, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Tinker the Robot covered by this Agreement. Audit(s) may be performed at any time, provided that **CNCA** shall give reasonable prior notice to **Contractor** and shall conduct audit(s) during **Contractor's** normal business hours, unless **Contractor** otherwise consents.

XXII. CNCA's Evaluation of Contractor and Contractor's Employees and/or Subcontractors. **CNCA** may evaluate **Contractor** in any manner which is permissible under the law. **CNCA's** evaluation may include, without limitation:

- 1) Requesting **CNCA** employee(s) evaluate **Contractor** and **Contractor's** employees and subcontractors and each of their performance.
- 2) Announced and unannounced observance of **Contractor**, **Contractor's** employee(s), and/or subcontractor(s).

XXIII. Entire Agreement/Changes or Alterations. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

XXIV. Termination.

- 1) For Cause: **CNCA** may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - a) material violation of this Agreement by **Contractor**;
 - b) any act by **Contractor** exposing **CNCA** to liability to others for personal injury or property damage; or
 - c) **Contractor** is adjudged a bankrupt, **Contractor** makes a general assignment for the benefit of creditors, or a receiver is appointed on account of **Contractor's** insolvency. If the expenses, fees, and/or costs to **CNCA** exceed the cost of providing the Tinker the Robot pursuant to this Agreement, **Contractor** shall immediately pay the excess expense, fees, and/or costs to **CNCA** upon the receipt of **CNCA's** notice of these expenses, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to **CNCA**.
- 2) Without Cause by CNCA: **CNCA** may, at any time, with or without reason, terminate this Agreement and compensate **Contractor** only for the Tinker the Robot satisfactorily rendered to the date of termination. Written notice by **CNCA** shall be sufficient to stop further performance by **Contractor**. Notice shall be deemed given when received by the **Contractor** or no later than three days after the day of mailing, whichever is sooner.
 - a) Upon termination, **Contractor** shall provide **CNCA** with all documents produced, maintained, or collected by **Contractor** pursuant to this Agreement, whether such documents are final or draft documents.

XXV. Waiver. No delay or omission by **CNCA** in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude **CNCA** from any or further exercise of any right or remedy.

XXVI. Headings. All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the Agreement.

XXVII. Severability. In the event any portion of this Agreement shall be finally determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be deemed void and the remainder of this Agreement shall continue in full force and effect.

XXVIII. Ambiguity. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

XXIX. Copyright. Any written product produced as a result of this contract shall be a work for hire and shall be the property of CNCA.

XXX. Expenses. Contractor shall be responsible for all costs and expenses incident to the performance of services for CNCA, including but not limited to all costs of equipment provided by **Contractor**, all fees, fines, licenses, bonds and/or taxes required of or imposed against **Contractor**, and all other of **Contractor's** costs of doing business. CNCA shall be responsible for no expenses incurred by **Contractor** in performing services for CNCA except as provided by this Agreement.

XXXI. Privacy, Security, and Confidentiality. If, in the course of carrying out this Agreement, **Contractor** gathers or processes personal (private) information, **Contractor** shall manage the data in accordance with all applicable federal and California state privacy laws including, but not limited to: Family Educational Rights and Privacy Act of 1984 (20 U.S.C. Sec. 1232g) and Children's Online Privacy Protection Act (COPPA), and California Education Code sections 49069 to 49079. Examples of personal information include, but are not limited to name, telephone number, email account, address, date of birth, social security number, and student assessment data.

In addition, the Parties shall demonstrate that they have taken specific steps to ensure that data are kept secure and confidential as evidenced by, at a minimum, the following:

- 1) Every employee, volunteer or other person with access to personal information shall sign a statement that they understand that the information is personal and they will take steps to ensure that unauthorized personnel do not gain access to personal data.
- 2) Personal data, while being transmitted electronically, shall be encrypted.
- 3) Any repository for the data shall be locked and have access restricted to those personnel that have a legitimate need to access the data and have signed a confidentiality agreement.
- 4) Any security breach shall be reported to CNCA in writing within 24 hours of discovery.

XXXII. Department of Justice (DOJ) Fingerprinting and Tuberculosis (TB) Clearance. **Contractor** agrees to adhere to the DOJ fingerprint and criminal background investigation and TB requirements of California Education Code sections 45125.1, et seq., and 49406 and provide an affidavit that certifies that all of its employees that work at CNCA campuses and come into contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of CNCA and CNCA shall not reimburse for these expenses. The affidavit must list the following:

- 1) Employee name and CNCA location(s) he/she services;
- 2) Date of criminal background check clearance;
- 3) TB expiration date; and
- 4) Name of **Contractor's** DOJ custodian of records.

Contractor's affidavit must be submitted with high authority per its Organizational Chart (i.e. Owner, Management Team, C-level executive, etc.). The affidavit must be provided to CNCA prior to the first day of service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. CNCA may request updated documentation as needed. **Contractor** must take appropriate action to remove any employee whose arrest notification poses a threat to the school population to ensure the safety of CNCA students.

XXXIII. Independent Contractor Status. **Contractor** attests that it is engaged in a separately established bona fide business and is in fact an Independent Contractor in accordance with IRS and EDD requirements. **Contractor** understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partners, or joint ventures of CNCA, and are not entitled to benefits of any kind or nature normally provided employees of CNCA and/or to which CNCA's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

XXXIV. Conflict Of Interest. By signing this Agreement all parties acknowledge and assert that there is no known Conflict of Interest in the execution of this Agreement.

XXXV. Commencement of Work. Contractor is not authorized and will not commence any work of this Agreement and CNCA will not assume legal, financial or any other obligation for work performed prior to the issuance of an authorizing purchase orders with reference to this Agreement.

This Agreement, including attachments, constitutes the entire understanding of the parties and any changes or modifications shall be in writing and signed by both parties.

Attachments:

- Attachment A - Independent Contractor Agreement Description of Tinker the Robot
- Attachment B - Fingerprint Affidavit
- Attachment C - IRS form W9
- Attachment D - DE542 EDD Report of Independent Contractor
- Attachment E - Contractor Evidence of Insurance
- Attachment F - Copies of all applicable licenses, registrations and certifications

CONTRACTOR (Corporation X Yes No):

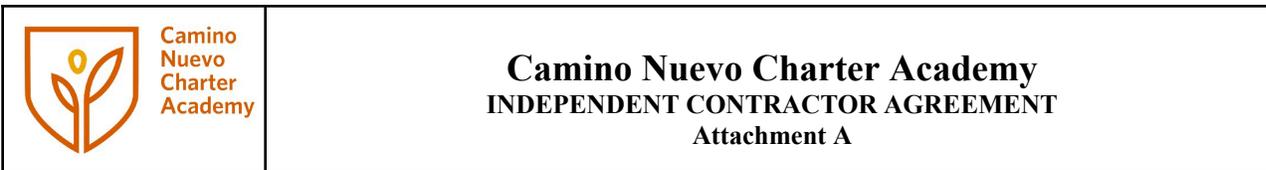
Contractor / Agency Name: Tinker the Robot
Address: 2438 San Gabriel Blvd., Suite C
 Rosemead, CA 91770
Contractor’s Contact Person: Kay Yang
Title: CEO
Telephone: 626-780-8117 **e-mail:** kay@tinkertherobot.com

Signature: _____ **Date:** _____

CAMINO NUEVO CHARTER ACADEMY

By Chief Executive Officer / Designee: Adriana Abich

Signature: _____ **Date:** _____



This document is an attachment to and made a part of, the Camino Nuevo Charter Academy (“CNCA”) Independent Contractor Agreement, between CNCA and Tinker the Robot (“**Contractor**”) for the period June 24, 2024 to June 20, 2025, for Tinker the Robot.

Indicated below is the specific description of the Tinker the Robot including, but not limited to, essential details of the scope of work, site/locations, milestones and timelines, materials, reports, products, (including details regarding the contact that **Contractor** and its assigns will have with students) to be provided:

DETAILED DESCRIPTION OF Tinker the Robot8 TO BE PROVIDED:

[INSERT DETAILED DESCRIPTION OF SERVICES/PROGRAM TO BE PROVIDED UNDER THIS CONTRACT]



**Camino Nuevo Charter Academy
2024-2025 Academic Year After School Program**

Description	Estimated Cost
Burlington Grade Bands Served - K to 2 - 3 to 5 - 6 to 8	Summer Program - 9 Sessions @ \$500/hr K-2 Program - 24 Sessions @ \$500/hr 3-5 Program - 24 Sessions @ \$500/hr 6-8 Program - 24 Sessions @ \$650/hr Total - \$55,800
Castellanos Grade Bands Served - K to 2 - 3 to 5	Summer Program - 6 Sessions @ \$500/hr K-2 Program - 22 Sessions @ \$500/hr 3-5 Program - 22 Sessions @ \$500/hr Total - \$25,000
Cisneros Grade Bands Served - K to 2 - 3 to 5 - 6 to 8	Summer Program - 9 Sessions @ \$500/hr K-2 Program - 12 Sessions @ \$500/hr 3-5 Program - 11 Sessions @ \$500/hr 6-8 Program - 12 Sessions @ \$650/hr Total - \$29,650
Eisner - 6 to 8 Grade Bands Served - 6 to 8	Summer Program - 3 Sessions @ \$500/hr 6-8 Design Challenge Program - 20 Sessions @ \$500/hr 6-8 Robotics - 24 Sessions @ \$650/hr Total - \$38,800
Kayne Siart Grade Bands Served - K to 2 - 3 to 5 - 6 to 8	Summer Program - 9 Sessions @ \$500/hr K-2 Program - 17 Sessions @ \$500/hr 3-5 Program - 17 Sessions @ \$500/hr 6-8 Program - 16 Sessions @ \$650/hr Total - \$39,700
TOTAL	\$188,950.00



Camino Nuevo Charter Academy 2024-2025 Academic Year After School Program Description

Program Description - Design Challenge Summer

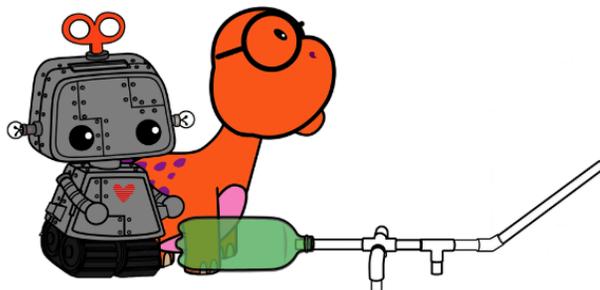
- Grade Bands - K to 2, 3 to 5, 6 to 8
- 3 Weeks
- Session meets once a week
- 20 to 25 Students (aka Tinkerers) each Session
- Tinkerers are introduced to one branch of Engineering each Session
- Tinkerers will have hands-on sessions where they build
- Tinkerers will take their build home each session

Program Description - Engineering Design Challenge

- Grade Bands - K to 2, 3 to 5, 6 to 8
- Fall & Spring Program
- 5 Campuses - Castellanos, Kayne Siart, Burlington, Cisneros. Eisner
- Session meets once a week
- 20 to 25 Students (aka Tinkerers) each Session
- Tinkerers are introduced to one branch of Engineering each Session
- Tinkerers will have hands-on sessions where they build
- Tinkerers will take their build home each session

Program Description - Robot Build Series

- Middle School Program
- Fall & Spring Program
- 4 Campuses - Kayne Siart, Burlington, Cisneros. Eisner
- Session meets once a week
- Up to 14 Students (aka Tinkerers) each Session
- Tinker the Robot Instructor facilitated Sessions
- Tinkerers are introduced to Robotics through 4 branches of Engineering
- Tinkerers will have hands-on sessions where they build
- All materials included



Tinker the Robot
2438 San Gabriel Blvd, Suite C
Rosemead, CA 91770
626.780.8117

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
the Letter K Corp

2 Business name/disregarded entity name, if different from above
Tinker the Robot

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor or single-member LLC

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Other (see instructions) ▶ _____

C Corporation

S Corporation

Partnership

Trust/estate

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
2438 San Gabriel Blvd, Suite C

6 City, state, and ZIP code
Rosemead, CA 91770

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

				-						
--	--	--	--	---	--	--	--	--	--	--

or

Employer identification number

4	7	-	3	8	4	9	4	4	4
---	---	---	---	---	---	---	---	---	---

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶  Date ▶ **July 27, 2023**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

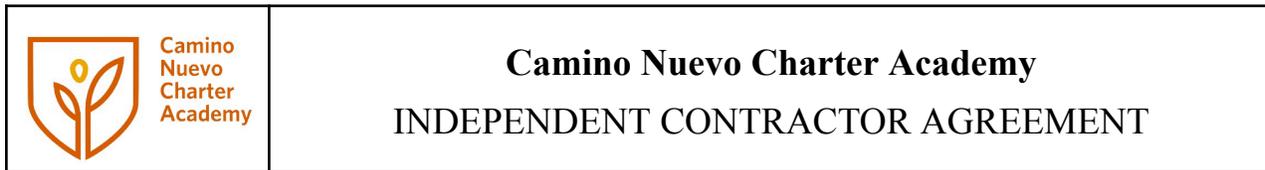
Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Coversheet

ELOP Contract with Lunch Bunch

Section: IV. Consent Items
Item: G. ELOP Contract with Lunch Bunch
Purpose: Vote
Submitted by:
Related Material: 24-25 Lunch Bunch ELOP Agreement.pdf



I. This Independent Contractor Agreement (hereinafter called “Agreement”) is dated this **18** day of **June**, 2024, by and between Camino Nuevo Charter Academy (hereinafter called “**CNCA**”), located at 3435 W. Temple Street, Los Angeles, CA 90026, and Lunch Bunch (hereinafter called “**Contractor**”), located at 125 Nevada Street, El Segundo, CA 90245.

II. **Description of Lunch Bunch.** In consideration of their mutual covenants, the parties hereto agree as follows: The Lunch Bunch to be provided by **Contractor** pursuant to this Agreement (Lunch Bunch), including details regarding the contact that **Contractor** and its assigns will have with students, are described in

Attachment A - Description of Lunch Bunch – (MUST BE COMPLETED AND ATTACHED TO THIS DOCUMENT)

Contractor hereby verifies that it is specially trained or experienced and competent to provide the Lunch Bunch required by this Agreement and acknowledges that **CNCA** has entered into this Agreement in reliance on the above verification.

III. **Term of Agreement.** The work specified above will commence on June 24, 2024 and will be completed by June 20, 2025. **CNCA** has no legal obligation to renew this Agreement and the decision to do so shall be entirely within the discretion of **CNCA**.

IV. **Billing.** In consideration of the Lunch Bunch provided, **Contractor** will submit invoices monthly annually at completion of contract and will be paid at the rate of \$105,300 per/year. The total contract amount will not exceed \$105,300. Payment is due within thirty (30) days of receipt of invoice.

V. **Indemnification.** **Contractor** agrees to defend, indemnify and hold harmless **CNCA**, its officers, directors, employees, agents, affiliates, owners, volunteers, successors and assigns from and against any and all claims, including active and passive claims, losses, costs, attorney fees and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and/or damage to property sustained, or claimed to have been sustained, arising out of any act or omission by **Contractor** or its sub-Contractors, and/or any other person, firm or corporation furnishing or supplying services, materials or supplies in conjunction with the Lunch Bunch of the **Contractor**, whether authorized by this Agreement or not. **Contractor** further agrees to waive all rights of subrogation against **CNCA**. The provisions of this article do not apply to any damage or losses caused solely by the negligence or willful misconduct of **CNCA** or any of its agents or employees.

VI. **Insurance.** **Contractor** shall, at its own expense, procure and maintain at all times it performs any portion of the Lunch Bunch the following insurance with minimum limits equal to the amounts indicated below.

1) Minimum Scope of Insurance

- a) *Commercial General Liability and Automobile Liability Insurance.* Commercial General Liability Insurance and Automobile Liability Insurance that shall protect **Contractor**, **CNCA**, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Lunch Bunch. (Form CG 0001 and CA 0001) Commercial General Liability insurance shall include contractual liability, products liability, completed operations and broad form property damage coverage.
- b) *Workers’ Compensation and Employers’ Liability Insurance.* Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Lunch Bunch. In accordance with provisions of section 3700 of the California Labor Code, **Contractor** shall be required to secure workers’ compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Lunch Bunch under this Agreement are not protected under the Workers’ Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Lunch Bunch.
- c) *Professional Liability (Errors and Omissions) Insurance.* Professional Liability (Errors and Omissions) Insurance against loss due to error, omission or malpractice, unless waived in writing by **CNCA**.

- d) *Sexual Abuse & Molestation Insurance*. Sexual Abuse & Molestation Insurance covering bodily injury, emotional distress, or mental anguish related to any claim, cause of action, or liability associated with child molestation or sexual abuse.

2) Minimum Limits of Insurance

- i. *Commercial General Liability Insurance*: \$1,000,000 combined single limit per occurrence for bodily injury, personal injury, and property damage; \$3,000,000 general aggregate.
 - ii. *Automobile Liability Insurance*: \$1,000,000 combined single limit per accident for bodily injury and property damage; \$2,000,000 general aggregate.
 - iii. *Workers' Compensation and Employers' Liability Insurance*: Workers' compensation limits as required by the Labor Code of the State of California and Employers Liability limits of \$1,000,000 per accident.
 - iv. *Professional Liability (Errors and Omissions) Insurance*: \$1,000,000 single limit per claim; \$2,000,000 general aggregate.
 - v. *Sexual Abuse & Molestation Insurance*. \$2,000,000 per claim and in aggregate if this coverage is applicable to the Lunch Bunch provided.
- 3) Claims-Made Forms: If the above insurance is written on a claims-made form, it shall continue for three years following termination of this Agreement. Such insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.
- 4) Deductibles and Self-Insured Retentions: Any deductibles or self-insured retentions must be declared to and approved by CNCA.
- 5) Other Insurance Provisions: The policies shall contain, or be endorsed to contain, the following provisions:
- a) *General Liability and Automobile Liability Coverages*
 - i. **Contractor's** insurance coverage shall be primary insurance with respect to CNCA, its officers, board members, officials, employees, agents, or volunteers. Any insurance or self-insurance maintained by CNCA, its officers, board members, officials, employees, or volunteers shall be in excess of **Contractor's** insurance and shall not contribute to it.
 - ii. CNCA, its officers, board members, officials, employees, agents, and volunteers shall be covered as additional insureds with respect to liability arising out of activities performed by or on behalf of **Contractor**; and premises owned, leased, or used by **Contractor**. The coverage shall contain no special limitations on the scope of the protection afforded to CNCA, its officers, board members, officials, employees, agents, or volunteers.
 - iii. Failure to comply with reporting provisions of the policies shall not affect coverage provided to CNCA, its officers, board members, officials, employees, agents, and volunteers.
 - iv. Coverage shall state that **Contractor's** insurance shall apply separately to each insured against whom a claim is made or a suit is brought, except with respect to the limits of the insurer's liability.
 - b) *All Coverages*
 - i. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to CNCA. In addition, **Contractor** agrees that it shall not reduce its coverage or limits on any such policy except after thirty (30) days prior written notice has been given to CNCA and CNCA approves the reduction in coverage or limits. **Contractor** further agrees that it shall not increase any deductibles or self-insured retentions on any such policy except after thirty (30) days prior written notice has been given to CNCA and CNCA approves such increase. Insurance is to be placed with insurers with a Best's rating of no less than A: VII. This requirement may, however, be waived in individual cases for Errors and Omissions Coverages only, provided that in no event will a carrier with a rating of B: IX or lower be acceptable.
- 6) Self-Insured Entities: CNCA may, at its discretion, accept self-insurance as being in compliance with this section. In such case, **Contractor** agrees that it will defend and indemnify CNCA, including its officers, board members, officials, employees, agents, and volunteers, to the same extent as it would **Contractor** or any other self-insured person or entity, and that it will treat CNCA, including its officers, board members, officials, employees, agents, and volunteers, in all respects as if it were covered to the same extent as **Contractor** or any other self-insured person or entity. Self-insurance shall be subject to all requirements contained in this section. Alternatively, self-insured entities may purchase insurance covering CNCA for all work performed and/or services rendered under this Agreement, provided such insurance complies with all the requirements of this section.
- 7) Evidence of Insurance: Prior to commencing work under this Agreement, **Contractor** shall provide CNCA with certificates of insurance evidencing compliance with this section. On request, **Contractor** shall furnish copies of any and/or all of the required insurance policies.

VII. **Limitation of CNCA Liability**. Other than as provided in this Agreement, CNCA's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall CNCA be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or for the Lunch Bunch performed in

connection with this Agreement.

VIII. Non-Discrimination. **Contractor** shall ensure that no person employed by, associated with, or subcontracted to **Contractor** shall, on the basis of race, color, national origin, age, ancestry, religion, sex, handicap or sexual orientation, or other basis protected by law, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity at **CNCA** and shall ensure its, and its employees' and subcontractors' compliance with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.

IX. Interest of Contractor. It is understood and agreed that this Agreement is not a contract of employment between **CNCA** and **Contractor**. At all times **Contractor** shall be deemed to be an independent contractor and is not authorized to bind **CNCA** to any contracts or other obligations. In executing this Agreement, **Contractor** certifies that no one who has or who will have any financial interest under this Agreement is an officer or employee of **CNCA**. Additionally, as the **Contractor** is not a **CNCA** employee, **Contractor** is solely responsible for all employment-related responsibilities for its employees, including but not limited to training, fingerprinting, workers' compensation, etc..

X. Workers' Compensation. **Contractor** is aware of the laws of the State of California requiring employers to be insured against liability for Workers' Compensation and shall comply with such laws during the term of this Agreement.

XI. Occupational Safety and Health Administration (OSHA). **Contractor** is aware of OSHA standards and codes as set forth by the U.S. Department of Labor and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verify that all performance under this Agreement shall be in compliance therewith.

XII. Originality of Services. **Contractor** agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the **CNCA** and/or used in connection with this Agreement, shall be wholly original to **Contractor** and shall not be copied in whole or in part from any other source, except that submitted to **Contractor** by **CNCA** as a basis for such services.

XIII. License and Authority. **Contractor** warrants that it will maintain all necessary licenses, registrations, and certifications during the term of this Agreement, and that it is duly authorized to enter into this Agreement by its governing or controlling body. Evidence or copies of all necessary licenses, registrations and certifications must be provided to **CNCA**.

XIV. Compliance with Laws. **Contractor** shall observe and comply with all rules and regulations of the governing board of **CNCA** and all federal, state, and local laws, ordinances and regulations. **Contractor** shall give all notices required by any law, ordinance, rule and/or regulation bearing on the performance of the Lunch Bunch as indicated or specified. If **Contractor** observes that the Lunch Bunch is at variance with any such laws, ordinances, rules or regulations, **Contractor** shall notify **CNCA** in writing, and at the sole option of **CNCA**, any necessary changes to the Lunch Bunch shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon **Contractor's** receipt of a written termination notice from **CNCA**. If **Contractor** performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying **CNCA** of the violation, **Contractor** shall bear all costs arising therefrom.

XV. Equipment and Facilities. **Contractor** will provide all necessary equipment and facilities to render its Lunch Bunch pursuant to this Agreement, unless the parties to this Agreement specifically agree in writing that said equipment and facilities will be provided in a different manner. Equipment purchased under the provisions of this Agreement by **CNCA** is the property of **CNCA** and shall be used for its intended purpose during the term of this Agreement. An inventory of all equipment purchased under this Agreement shall be maintained. After the term of this Agreement, the equipment shall continue to be the property of **CNCA**.

XVI. Employment of Additional Workers by Contractor. **Contractor** may, at its own expense, employ additional workers or subcontractors as necessary for the completion of this Agreement and shall maintain workers' compensation insurance as required by state law. **CNCA** shall not control, direct, or supervise **Contractor's** additional workers or subcontractors in the performance of services. **Contractor** assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or sub-contractors and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. **Contractor** shall not hire employees of **CNCA** for performance of this Agreement unless such employment does not conflict with **CNCA's** personnel policies as determined by **CNCA**.

XVII. Assignment. Without the prior written consent of **CNCA**, this Agreement is not assignable by the **Contractor**, either in whole or in part.

XVIII. Successors and Assigns. Subject to the provision regarding assignment, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

XIX. Governing Law. The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of this Agreement shall be in County of Los Angeles, California.

XX. Withholding. **CNCA** shall not withhold or set aside any money on behalf of the **Contractor** for Federal Income Tax, State Income Tax, Social Security Tax, Unemployment Insurance, Disability Insurance, or any other federal or state fund whatsoever. It shall be the sole responsibility of the **Contractor** to withhold, set aside and account for all of the above.

XXI. Audit. **Contractor** shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of **Contractor** transacted under this Agreement. **Contractor** shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. **Contractor** shall permit **CNCA**, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Lunch Bunch covered by this Agreement. Audit(s) may be performed at any time, provided that **CNCA** shall give reasonable prior notice to **Contractor** and shall conduct audit(s) during **Contractor's** normal business hours, unless **Contractor** otherwise consents.

XXII. CNCA's Evaluation of Contractor and Contractor's Employees and/or Subcontractors. **CNCA** may evaluate **Contractor** in any manner which is permissible under the law. **CNCA's** evaluation may include, without limitation:

- 1) Requesting **CNCA** employee(s) evaluate **Contractor** and **Contractor's** employees and subcontractors and each of their performance.
- 2) Announced and unannounced observance of **Contractor**, **Contractor's** employee(s), and/or subcontractor(s).

XXIII. Entire Agreement/Changes or Alterations. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

XXIV. Termination.

- 1) For Cause: **CNCA** may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - a) material violation of this Agreement by **Contractor**;
 - b) any act by **Contractor** exposing **CNCA** to liability to others for personal injury or property damage; or
 - c) **Contractor** is adjudged a bankrupt, **Contractor** makes a general assignment for the benefit of creditors, or a receiver is appointed on account of **Contractor's** insolvency. If the expenses, fees, and/or costs to **CNCA** exceed the cost of providing the Lunch Bunch pursuant to this Agreement, **Contractor** shall immediately pay the excess expense, fees, and/or costs to **CNCA** upon the receipt of **CNCA's** notice of these expenses, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to **CNCA**.
- 2) Without Cause by CNCA: **CNCA** may, at any time, with or without reason, terminate this Agreement and compensate **Contractor** only for the Lunch Bunch satisfactorily rendered to the date of termination. Written notice by **CNCA** shall be sufficient to stop further performance by **Contractor**. Notice shall be deemed given when received by the **Contractor** or no later than three days after the day of mailing, whichever is sooner.
 - a) Upon termination, **Contractor** shall provide **CNCA** with all documents produced, maintained, or collected by **Contractor** pursuant to this Agreement, whether such documents are final or draft documents.

XXV. Waiver. No delay or omission by **CNCA** in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude **CNCA** from any or further exercise of any right or remedy.

XXVI. Headings. All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the Agreement.

XXVII. Severability. In the event any portion of this Agreement shall be finally determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be deemed void and the remainder of this Agreement shall continue in full force and effect.

XXVIII. Ambiguity. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

XXIX. Copyright. Any written product produced as a result of this contract shall be a work for hire and shall be the property of CNCA.

XXX. Expenses. Contractor shall be responsible for all costs and expenses incident to the performance of services for CNCA, including but not limited to all costs of equipment provided by **Contractor**, all fees, fines, licenses, bonds and/or taxes required of or imposed against **Contractor**, and all other of **Contractor's** costs of doing business. CNCA shall be responsible for no expenses incurred by **Contractor** in performing services for CNCA except as provided by this Agreement.

XXXI. Privacy, Security, and Confidentiality. If, in the course of carrying out this Agreement, **Contractor** gathers or processes personal (private) information, **Contractor** shall manage the data in accordance with all applicable federal and California state privacy laws including, but not limited to: Family Educational Rights and Privacy Act of 1984 (20 U.S.C. Sec. 1232g) and Children's Online Privacy Protection Act (COPPA), and California Education Code sections 49069 to 49079. Examples of personal information include, but are not limited to name, telephone number, email account, address, date of birth, social security number, and student assessment data.

In addition, the Parties shall demonstrate that they have taken specific steps to ensure that data are kept secure and confidential as evidenced by, at a minimum, the following:

- 1) Every employee, volunteer or other person with access to personal information shall sign a statement that they understand that the information is personal and they will take steps to ensure that unauthorized personnel do not gain access to personal data.
- 2) Personal data, while being transmitted electronically, shall be encrypted.
- 3) Any repository for the data shall be locked and have access restricted to those personnel that have a legitimate need to access the data and have signed a confidentiality agreement.
- 4) Any security breach shall be reported to CNCA in writing within 24 hours of discovery.

XXXII. Department of Justice (DOJ) Fingerprinting and Tuberculosis (TB) Clearance. **Contractor** agrees to adhere to the DOJ fingerprint and criminal background investigation and TB requirements of California Education Code sections 45125.1, et seq., and 49406 and provide an affidavit that certifies that all of its employees that work at CNCA campuses and come into contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of CNCA and CNCA shall not reimburse for these expenses. The affidavit must list the following:

- 1) Employee name and CNCA location(s) he/she services;
- 2) Date of criminal background check clearance;
- 3) TB expiration date; and
- 4) Name of **Contractor's** DOJ custodian of records.

Contractor's affidavit must be submitted with high authority per its Organizational Chart (i.e. Owner, Management Team, C-level executive, etc.). The affidavit must be provided to CNCA prior to the first day of service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. CNCA may request updated documentation as needed. **Contractor** must take appropriate action to remove any employee whose arrest notification poses a threat to the school population to ensure the safety of CNCA students.

XXXIII. Independent Contractor Status. **Contractor** attests that it is engaged in a separately established bona fide business and is in fact an Independent Contractor in accordance with IRS and EDD requirements. **Contractor** understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partners, or joint ventures of CNCA, and are not entitled to benefits of any kind or nature normally provided employees of CNCA and/or to which CNCA's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

XXXIV. Conflict Of Interest. By signing this Agreement all parties acknowledge and assert that there is no known Conflict of Interest in the execution of this Agreement.

XXXV. Commencement of Work. Contractor is not authorized and will not commence any work of this Agreement and CNCA will not assume legal, financial or any other obligation for work performed prior to the issuance of an authorizing purchase orders with reference to this Agreement.

This Agreement, including attachments, constitutes the entire understanding of the parties and any changes or modifications shall be in writing and signed by both parties.

Attachments:

- Attachment A - Independent Contractor Agreement Description of Lunch Bunch
- Attachment B - Fingerprint Affidavit
- Attachment C - IRS form W9
- Attachment D - DE542 EDD Report of Independent Contractor
- Attachment E - Contractor Evidence of Insurance
- Attachment F - Copies of all applicable licenses, registrations and certifications

CONTRACTOR (Corporation X Yes No):

Contractor / Agency Name: Lunch Bunch Co

Address: 125 Nevada Street
El Segundo, CA 90245

Contractor's Contact Person: Natasha Case

Title: CEO

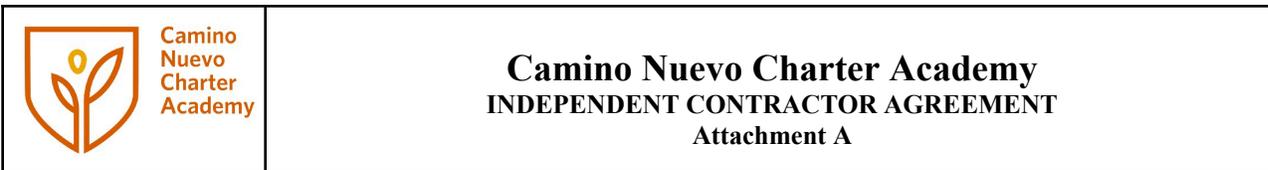
Telephone: 310-993-2724 **e-mail:** natasha@lunch-bunch.com

Signature: _____ **Date:** _____

CAMINO NUEVO CHARTER ACADEMY

By Chief Executive Officer / Designee: Adriana Abich

Signature: _____ **Date:** _____



This document is an attachment to and made a part of, the Camino Nuevo Charter Academy (“CNCA”) Independent Contractor Agreement, between CNCA and Lunch Bunch (“Contractor”) for the period June 24, 2024 to June 20, 2025, for Lunch Bunch.

Indicated below is the specific description of the Lunch Bunch including, but not limited to, essential details of the scope of work, site/locations, milestones and timelines, materials, reports, products, (including details regarding the contact that **Contractor** and its assigns will have with students) to be provided:

DETAILED DESCRIPTION OF Lunch Bunch TO BE PROVIDED:

[INSERT DETAILED DESCRIPTION OF SERVICES/PROGRAM TO BE PROVIDED UNDER THIS CONTRACT]

Lunch Bunch Co
 125 Nevada St
 El Segundo, CA 90245 US
 support@lunch-bunch.com
 https://lunchbunch.com

Estimate

ADDRESS
Lindsey Rojas Camino Nuevo

ESTIMATE #	DATE
1040	05/20/2024

SALES REP
 Bianca Castagnaro

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
06/03/2024	Enrichment Class	Burlington	45	450.00	20,250.00
06/03/2024	Enrichment Class	Castellanos	67	450.00	30,150.00
06/03/2024	Enrichment Class	Cisneros	67	450.00	30,150.00
06/03/2024	Enrichment Class	Eisner	55	450.00	24,750.00

SUBTOTAL	105,300.00
TAX	0.00
TOTAL	\$105,300.00

Accepted By

Accepted Date

Form **W-9**
 (Rev. October 2018)
 Department of the Treasury
 Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Lunch Bunch Co.		
	2 Business name/disregarded entity name, if different from above		
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>	
	5 Address (number, street, and apt. or suite no.) See instructions. 125 Nevada St.	Requester's name and address (optional)	
	6 City, state, and ZIP code EI Segundo, CA 90245		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
or									
Employer identification number									
8	7	-	1	6	6	1	8	1	1

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ 1/1/23
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting*, later, for further information.

Note: If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515, *Withholding of Tax on Nonresident Aliens and Foreign Entities*).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the instructions for Part II for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships*, earlier.

What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note: ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or “doing business as” (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C corporation, or S corporation.** Enter the entity’s name as shown on the entity’s tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a “disregarded entity.” See Regulations section 301.7701-2(c)(2)(iii). Enter the owner’s name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner’s name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity’s name on line 2, “Business name/disregarded entity name.” If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

Line 3

Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3.

IF the entity/person on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation
• Individual • Sole proprietorship, or • Single-member limited liability company (LLC) owned by an individual and disregarded for U.S. federal tax purposes.	Individual/sole proprietor or single-member LLC
• LLC treated as a partnership for U.S. federal tax purposes, • LLC that has filed Form 8832 or 2553 to be taxed as a corporation, or • LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal tax purposes.	Limited liability company and enter the appropriate tax classification. (P= Partnership; C= C corporation; or S= S corporation)
• Partnership	Partnership
• Trust/estate	Trust/estate

Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys’ fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

- 1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
- 2—The United States or any of its agencies or instrumentalities
- 3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities
- 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities
- 5—A corporation
- 6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession
- 7—A futures commission merchant registered with the Commodity Futures Trading Commission
- 8—A real estate investment trust
- 9—An entity registered at all times during the tax year under the Investment Company Act of 1940
- 10—A common trust fund operated by a bank under section 584(a)
- 11—A financial institution
- 12—A middleman known in the investment community as a nominee or custodian
- 13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 5 ²
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

¹ See Form 1099-MISC, Miscellaneous Income, and its instructions.

² However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a)

J—A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, write NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note: See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at www.SSA.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/Businesses and clicking on Employer Identification Number (EIN) under Starting a Business. Go to www.irs.gov/Forms to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to www.irs.gov/OrderForms to place an order and have Form W-7 and/or SS-4 mailed to you within 10 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.

You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.

You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor ²
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee ¹
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
6. Sole proprietorship or disregarded entity owned by an individual	The owner ³
7. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	Give name and EIN of:
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity ⁴
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee

For this type of account:	Give name and EIN of:
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

⁴ List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships*, earlier.

*Note: The grantor also must provide a Form W-9 to trustee of trust.

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes.

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at spam@uce.gov or report them at www.ftc.gov/complaint. You can contact the FTC at www.ftc.gov/idtheft or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see www.IdentityTheft.gov and Pub. 5027.

Visit www.irs.gov/IdentityTheft to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/08/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Doug Jones (Justworks) c/o Artex Risk Solutions, Inc. P.O. Box 13838 Scottsdale, AZ 85267	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">CONTACT NAME: Justworks Customer Success</td> </tr> <tr> <td>PHONE (A/C, No, Ext): (888) 534-1711</td> <td>FAX (A/C, No):</td> </tr> <tr> <td colspan="2">E-MAIL ADDRESS: support@justworks.com</td> </tr> </table>	CONTACT NAME: Justworks Customer Success		PHONE (A/C, No, Ext): (888) 534-1711	FAX (A/C, No):	E-MAIL ADDRESS: support@justworks.com									
CONTACT NAME: Justworks Customer Success															
PHONE (A/C, No, Ext): (888) 534-1711	FAX (A/C, No):														
E-MAIL ADDRESS: support@justworks.com															
INSURED Justworks Employment Group LLC Labor Contractor, for co-employees of: Lunch Bunch Co. PO Box 7119 Church Street Station New York, NY 10008-7119	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td>INSURER A : American Zurich Insurance Company</td> <td style="text-align: center;">40142</td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : American Zurich Insurance Company	40142	INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :	
INSURER(S) AFFORDING COVERAGE	NAIC #														
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INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															

COVERAGES **CERTIFICATE NUMBER: 23NY0171096809** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WC 55-20-785-02	06/01/2023	06/01/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000
				Location Coverage Period:	06/01/2023	06/01/2024	Client# 99916-CA

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Coverage is provided for only those co-employees of, but not subcontractors to:
 Lunch Bunch Co.
 No Fixed Address
 Sacramento, CA 95814

CERTIFICATE HOLDER Los Angeles Unified School District & the Board of Education of the City of Los Angeles 333 South Beaudry Ave, 28th Floor Los Angeles, CA 90017	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	--

PLF046122-F224699

CG 20 26 (Ed. 04 13)

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Schedule

Name of Additional Insured Person(s) or Organization(s):

Camino Nuevo Charter Academy

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. SECTION II - WHO IS AN INSURED is amended to include as an Additional Insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. in the performance of your ongoing operations; or
2. in connection with your premises owned by or rented to you.

However:

1. the insurance afforded to such additional insured only applies to the extent permitted by law; and
2. if coverage provided to the Additional Insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these Additional Insureds, the following is added to **SECTION III – LIMITS OF INSURANCE:**

If coverage provided to the Additional Insured is required by a contract or agreement, the most we will pay on behalf of the Additional Insured is the amount of insurance:

1. required by the contract or agreement; or
2. available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
02/12/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER AssuredPartners of Arizona, LLC 14805 N 73rd Street Scottsdale AZ 85260	CONTACT NAME: Greg Sorensen PHONE (A/C, No, Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: Greg.Sorensen@AssuredPartners.com <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td>INSURER A: Scottsdale Indemnity Company</td> <td></td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Scottsdale Indemnity Company		INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: Scottsdale Indemnity Company															
INSURER B:															
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															
INSURED Lunch Bunch Co. 125 Nevada St El Segundo CA 90017															

COVERAGES **CERTIFICATE NUMBER:** CL2421243533 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY			EKI3511162	01/25/2024	01/25/2025	EACH OCCURRENCE \$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$
	<input checked="" type="checkbox"/> PROFESSIONAL E&O						MED EXP (Any one person) \$
	GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input checked="" type="checkbox"/> OTHER: CLAIM						PERSONAL & ADV INJURY \$
	AUTOMOBILE LIABILITY						GENERAL AGGREGATE \$ 3,000,000
	<input type="checkbox"/> ANY AUTO						PRODUCTS - COMP/OP AGG \$
	<input type="checkbox"/> OWNED AUTOS ONLY	<input type="checkbox"/> SCHEDULED AUTOS					RETENTION \$ 5000
	<input type="checkbox"/> HIRED AUTOS ONLY	<input type="checkbox"/> NON-OWNED AUTOS ONLY					COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> UMBRELLA LIAB						BODILY INJURY (Per person) \$
	<input type="checkbox"/> EXCESS LIAB	<input type="checkbox"/> OCCUR					BODILY INJURY (Per accident) \$
	DED <input type="checkbox"/>	RETENTION \$ <input type="checkbox"/>					PROPERTY DAMAGE (Per accident) \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						\$
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input type="checkbox"/> N					PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/>
	If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				E.L. EACH ACCIDENT \$
B	MILLER SEXUAL MOLESTATION and EMERGENCY RESPONSE			B0621PLUNC000323	01/25/2024	01/25/2025	E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$
							PER CLAIM \$1,000,000
							RETENTION \$10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CNCA/PNEDG is included as Additional Insured - on Policy #EKI3511162 and #B0621PLUNC000323

CERTIFICATE HOLDER

CANCELLATION

CNCA/PNEDG 3435 W. Temple Street Los Angeles, CA 90026	<p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE</p> <div style="text-align: center;"> </div>
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Coversheet

Tech Agreement Between CNCA and PNEDG

Section: IV. Consent Items
Item: H. Tech Agreement Between CNCA and PNEDG
Purpose: Vote
Submitted by:
Related Material: School Support Services Agreement.pdf



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

SCHOOL SUPPORT SERVICES AGREEMENT

School Site Technician

This School Support Services Agreement (“Agreement”) is entered into and effective **July 1, 2024**, 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 tech inventory, equipment maintenance and repairs, IT Ticketing and customer support.

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, 2025**. 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 **four (4) full-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.



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

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



3435 W. Temple Street
Los Angeles, CA 90026

Phone: 213-417-3400

Fax: 323-663-3132

www.caminonuevo.org

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.



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

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.



**Camino
Nuevo
Charter
Academy**

3435 W. Temple Street
Los Angeles, CA 90026

Phone: 213-417-3400

Fax: 323-663-3132

www.caminonuevo.org

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
DEVELOPMENT GROUP**

By: _____

By: _____

Name: Adriana Abich

Name: Tamara Powers

ITS: Chief Executive Officer

ITS: Board President

Date: _____

Date: _____

Coversheet

Meal Provider Contract Renewal with Revolution Foods, PBC

Section: IV. Consent Items
Item: I. Meal Provider Contract Renewal with Revolution Foods, PBC
Purpose: Vote
Submitted by:
Related Material: RF-CNCA FSMC 24-25 Renewal #2.pdf

CONTRACT EXTENSION

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 4 Pages

Renewal (Extension Number)	Agreement Number (Base Year)
2	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: **7/1/2024** Expiration date: **6/30/2025**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: **\$2,125,210.00** (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:

a. **The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section II Term of the Agreement. There are 2 remaining one-year renewal options available.**

b. **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 ¹	Daily Total	Annual Total x185 Days
Breakfast	800	\$2.90	\$2,320.00	\$429,200.00
Lunch	2,000	\$4.21	\$8,420.00	\$1,557,700.00
Snack	350	\$1.16	\$406.00	\$75,110.00
Seamless Summer Breakfast x 20 Days	400	\$3.16	\$1,264.00	\$25,280.00
Seamless Summer Lunch x 20 Days	400	\$4.74	\$1,896.00	\$37,920.00
Annual Total			\$2,125,210.00	

Additional Ordering Options - Non Required

1. Meal Service Aide - Hourly Rate: \$25.50
2. Special Therapeutic Meals - 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans²

¹ Rate increase reflect the January 2024 CPI for Food Away from Home - West Region

² Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

- Breakfast: \$ 3.50 Lunch: \$ 5.00
3. Soy Milk – non medically needed: \$ 0.80 (sold by case only, case size varies)
 4. 3rd Party Pizza Meal Options: \$0.56 per lunch
 5. Onsite BBQs for Lunch: \$0.64 per lunch (when available)
 6. Salad Bar as Vegetable Side (price per meal): \$.50 per meal, sold in kits of 50 count
 7. National Commodity Processor Fee: 10% of creditable commodity usage

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	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING	
ADDRESS	

Coversheet

Landscape Agreement Renewal with Pacific Vista Landscape Services

Section: IV. Consent Items
Item: J. Landscape Agreement Renewal with Pacific Vista Landscape Services
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo Land Care Contract 2024.pdf



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 8, 2024

Landscape Maintenance Contract

This agreement is made on 5/8/2024 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 **\$ 11,954.00** 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.

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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 & 2025): 1 Year at increased rate not to exceed 5%, if necessary, based on outlined perimeters.

Extension 2: (6/1/ 2025 & 2026): 1 Year at increased rate not to exceed 4.5%, 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:

OWNER AND/OR AGENT:

NAME: James Habeger
JAMES HABEGER License #C27 687865

BY: _____

TITLE: _____ DATE: _____

START DATE: **June 1st, 2024**
Extension 2 (2024/25)

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	\$ 1,705.00
697 South Burlington Avenue	Burlington K-3 / Parking	\$ 725.00
661 South Burlington Avenue	Early Childhood Campus	\$ 725.00
1723 West Cordova Street	Jose A. Castellanos Elementary	\$ 1,450.00 additional labor
2755 West 15 th Street	Eisner Middle School	\$ 822.00
3400 West 3 rd Street	Kayne Siart K-8	\$ 1,675.00
3435 Temple Street	Home Support Office	\$ 725.00
Sports-Soccer Field / Parking	Soccer Field / Parking	\$ 822.00
3500 Temple Street	Dalzell Lance High School	\$ 3,305.00

Projected Monthly Portfolio Land-Care Program: \$11,954.00

Monthly Maintenance: Eleven thousand nine hundred and fifty four dollars and zero cents (\$11,954.00)

Annual Maintenance: \$ 143,448.00

Monthly man hours:

(286) Maintenance Crew

(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.

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

Coversheet

Prop 28 Arts & Music Annual Report

Section: IV. Consent Items
Item: K. Prop 28 Arts & Music Annual Report
Purpose: Vote
Submitted by:
Related Material: AnnualReport CNCA #1 23-24FY.pdf
AnnualReport CNCA # 2 23-24FY.pdf
AnnualReport CNCA #3 23-24FY.pdf
AnnualReport CNCA #4.pdf
AnnualReport CNHS #2 23-24FY.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Camino Nuevo Charter Academy
CDS Code: 1964733-6117667
Charter School Number: 293
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 23-24FY planning took place for utilization of Prop 28 funding, use of funds will occur in 24-25FY. No Prop 28 funds were used in 23-24FY.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0

Date of Approval by Governing Board/Body 6/18/2024 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/10/2024 10:54:27 AM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Camino Nuevo Academy #2
CDS Code: 1964733-0122861
Charter School Number: 1231
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 23-24FY planning took place for utilization of Prop 28 funding, use of funds will occur in 24-25FY. No Prop 28 funds were used in 23-24FY.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0

Date of Approval by Governing Board/Body 6/18/2024 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/10/2024 11:07:37 AM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Camino Nuevo Elementary No. 3
CDS Code: 1964733-0122564
Charter School Number: 1212
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 23-24FY planning took place for utilization of Prop 28 funding, use of funds will occur in 24-25FY. No Prop 28 funds were used in 23-24FY.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0

Date of Approval by Governing Board/Body 6/18/2024 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/10/2024 10:46:16 AM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Camino Nuevo Charter Academy No. 4
CDS Code: 1964733-0124826
Charter School Number: 1334
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 23-24FY planning took place for utilization of Prop 28 funding, use of funds will occur in 24-25FY. No Prop 28 funds were used in 23-24FY.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0

Date of Approval by Governing Board/Body 6/18/2024 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/10/2024 11:06:10 AM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Camino Nuevo High No. 2
CDS Code: 1964733-0127910
Charter School Number: 1540
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 23-24FY planning took place for utilization of Prop 28 funding, use of funds will occur in 24-25FY. No Prop 28 funds were used in 23-24FY.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0

Date of Approval by Governing Board/Body 6/18/2024 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/10/2024 10:10:54 AM

Coversheet

Director of Biliteracy and English Learners Agreement

Section: IV. Consent Items
Item: L. Director of Biliteracy and English Learners Agreement
Purpose: Vote
Submitted by:
Related Material: EL Support Services Agreement_June 2024.pdf



ENGLISH LEARNER SUPPORT SERVICES AGREEMENT

This English Learner Support Services Agreement (“Agreement”) is entered into and effective July 1, 2024, 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.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

1. ENGLISH LEARNER SUPPORT SERVICES. During the term of this Agreement and as requested by CNCA, PN-EDG shall provide the English Learner 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, 2025. 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 a monthly fee of \$10,506 payable in advance on the first of each month. 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: Board President
Email: t.ritcheypowers@gmail.com

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
Its: Chief Executive Officer

Name: Tamara Powers
Its: Board President

Date: _____, 2024

Date: _____, 2024



Exhibit A

English Learner Support Services

The Services provided by PN-EDG pursuant to this Agreement include the following responsibilities:

- The research and development of a cohesive plan for integrated and designated English Language Development curriculum, instruction, and assessment in grades pre-K through 12
- The research and development of a cohesive plan for the dual language program in grades pre-K through 8
- The research and development of a cohesive plan for the biliteracy program in grades pre-K through 12
- Monitor the effectiveness of language and biliteracy development through the use of key metrics to inform continuous improvement and strategic decision-making
- Ensure that CNCA expenditures for biliteracy and language development are in line with budget and priorities
- Ensure compliance related to district, state and federal reporting of English Language Learner progress
- Ensure compliance of procedures for the reclassification of English Language Learners
- Provide regular status reports for the Executive Leadership Team and/or the Board of Directors related to CNCA's English Learners
- Establish relationships with outside agencies related to English Language Learners and biliteracy development

Coversheet

TNTP Contract

Section: IV. Consent Items

Item: M. TNTP Contract

Purpose: Vote

Submitted by:

Related Material:

Camino Nuevo Charter Academy_TNTP_Services Agreement_CLEAN_FY24_6.5.24.pdf

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, 2025** (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;

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 \$194,341 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, 2024	\$79,868
December 20, 2024	\$97,170.48
March 20, 2025	\$97,170.48
Total	\$274,209

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: TNTP shall direct invoices to:

_____ (Financial Contact Name)
 _____ (Title)
 _____ (Email 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

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,

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

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-transferable, 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 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.

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 Michele Listokin, Interim General Counsel.

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.

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]

Page 7 of 10
Template Version

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: **DRAFT DO NOT SIGN** _____

Date: _____

Name (print): _____

Title: _____

TNTP, Inc.

By: _____

Date: _____

Lin Johnson III
Chief Strategic Growth and Finance Officer

Schedule A

Scope of Services

TNTP will play a role in every facet of literacy instructional improvement – from initial knowledge building during the summer to ongoing professional learning communities to school wide walk throughs. Our support will include:

Content: Biliteracy Reading Foundational Skills (K-2)			Price
Reading Foundational Skills Summer Institute (Late July – early August 2024)	TNTP & CNCA: Co-develop / Co-facilitate Audience: All TK-3 teachers & support staff	<ul style="list-style-type: none"> ○ Camino’s RFS Vision and Look Fors ○ Grounding instruction in ARC Core resources ○ Foundational knowledge on best practices behind foundational skills routines ○ Developing biliteracy, bilingualism, biculturalism through literacy ○ Support they can expect in upcoming school year 	\$34,236 Covers June – July
Sample schedule: RFS Institute Outline			
PLC Leads Workstream	TNTP support design of arc of learning & resources Miguel to run/facilitate	<ul style="list-style-type: none"> ○ Support HSO in building out a yearlong arc of learning of PLCs that takes into account competing priorities (new Math curriculum, lit priorities, etc.) ○ Camino’s RFS Vision and Look Fors – next level of priorities (or revisiting those from Spring 2024) ○ Grounding internalization and instruction in ARC Core resources ○ Supporting teacher leadership in all K-2 grade spans across all sites ○ Foster cross-site collaboration ○ Co-observe PLCs and provide feedback on arc of learning/coaching 	\$142,302 Aug 2024 – June 2025 August 2024 – September 2024: \$22,816 October 2024 – June 2025: \$119,486
K-2 Classroom Observations	CNCA Team conducts monthly; TNTP joins in-person quarterly	<ul style="list-style-type: none"> ○ Observe with literacy leaders to collect classroom observation data ○ Utilize waterfall observation tools to determine ratings for teachers and to establish school trends and cross-school trends 	
Strategic Advisement	TNTP bi-weekly check-ins with Paloma and Miguel	<ul style="list-style-type: none"> ○ Review available data (scoreboard) to continually assess coaches’ needs and identify additional topics for each monthly PD session. ○ Map out priorities over the following month for their role (what to prioritize and deprioritize) – which can include items in the following row “Operationalizing Coaching in K-2” 	
Operationalizing Coaching in K-2	TNTP , in collaboration with Miguel, Kylie and Paloma , will design the PD scope and sequence for learning that builds foundational knowledge	<ul style="list-style-type: none"> ○ Defining and formalizing CNCA’s coaching cycle grounded in CNCA’s reading foundational skills vision and use of ARC Core ○ Calibrating on the application of the CNCA K-2 RFS Waterfall observation tool ○ Implementing effective observation practices, including low-inference note-taking and identifying high-leverage next steps for teacher growth (using CNCA’s Intellectual Engagement Note-Catcher) 	

	OR TNTP could virtually facilitate with intent of gradual release to CNCA <u>Audience:</u> Literacy leaders/school leads in K-2)	<ul style="list-style-type: none"> Delivering and following up on effective feedback for teachers and instructional teams Modeling instructional best practices in real-time, in alignment with CNCA's K-2 RFS vision Creating and facilitating coherent and aligned practice-based and curriculum-based professional learning opportunities for teachers (PLCs and PDs) grounded in internalization, RFS vision, and ARC Core and on how to create the necessary conditions that enable these spaces to take place 	
Content: Biliteracy Reading Foundational Skills (3-8)			
3-8 Classroom Observations	CNCA Team conducts monthly, TNTP joins in-person quarterly	<ul style="list-style-type: none"> Observe with literacy leaders to collect classroom observation data Utilize waterfall observation tools to determine ratings for teachers and to establish school trends and cross-school trends 	\$97,671 Aug 2024 - March 2025*
Strategic Advisement	TNTP bi-weekly check-ins Paloma	<ul style="list-style-type: none"> Review available data (scoreboard) to continually assess coaches' needs and identify additional topics for each monthly PD session. Map out priorities over the following month for their role (what to prioritize and deprioritize) 	*Assumes gradual release to Paloma by end of year August - September 2024: \$22,816
Operationalizing Coaching Cycles	TNTP develops and facilitates virtual PD (gradual release model so that CNCA/Paloma eventually runs) <u>Audience:</u> 3-8 Lit Leaders and School Leaders	<ul style="list-style-type: none"> Monthly PD sessions supporting the use of coach-facing lesson internalization protocols for school leaders 	October - March 2025: \$74,855
Curriculum Based Assessment Support	CNCA Team facilitates monthly teacher leader group to create/refine assessments TNTP spot checks	<ul style="list-style-type: none"> Support Literacy Leaders to map out structures and expectations for committee Conduct a quality review of each assessment before use 	\$4,279
Total Cost			\$274,209

This cost includes a consistent project team of Partner, Director and Senior Manager with expertise in literacy and system level coherence. The cost also includes five trips for each staff member to conduct any necessary project activities – including, but not limited to facilitating in-person professional development, co-observations, and capacity building activities.

Coversheet

Contract for Special Education Services from CCE

Section: IV. Consent Items
Item: N. Contract for Special Education Services from CCE
Purpose: Vote
Submitted by:
Related Material:
CCE Exhibit A & B-24-25-SOS & Subs-Camino Nuevo Charter Academy.pdf
CCE Agreement-24-25-SOS & Subs-Camino Nuevo Charter Academy.pdf



**EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS**

A. PLACEMENT FEES Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee’s employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. REPORTING PAY. For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.

C. MINIMUM BILLING. All services have minimum billing requirements, which are listed in the rate tables below.

D. RATE CHANGES. The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

E. RATES. The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024

FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	\$116.39	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	\$101.97	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	\$118.45	1 hour for IEPs, virtual services and consultation; 3 hours for direct services

Augmentative and Alternative Communication (AAC)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	\$119.48	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	\$119.48	4 hours weekly
CF	\$97.85	
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	\$129.78	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	\$91.67	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Educational Audiologist	\$175.10	1 hour for IEP's and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICs or ERMHS)	\$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	\$195.70	2 hours per day
Expert Program Oversight	\$174.00	1 hour per day
Occupational Therapist (OT)	\$122.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
Program Administrator	\$162.74	4 hours weekly
Resource Teacher (RST)	\$88.58	8 hours daily
School Psychologist	\$123.60	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
Translation	\$100.00	1 hour per request
Other Providers not listed in the agreement		Contact for quote
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	\$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

**EXHIBIT A – SUBSTITUTE SERVICES
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS**

- A. PLACEMENT FEES.** Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

- B. SUBSTITUTE TEACHER DAILY CALCULATIONS.** The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.
- C. LESSON PLANNING AND GRADING CALCULATIONS.** Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.
- D. BREAKS AND REST PERIODS.** Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.
- E. CONFIRMED ASSIGNMENT CHANGES.** Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".
- F. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION.** For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

- G. TIME AND ATTENDANCE.** A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.
- H. RATE CHANGES.** The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.
- I. MINIMUM BILLING.** Some services have minimum billing requirements, which are listed in the rate tables.
- J. RATES.** The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024

FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	\$395.50 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit	\$430.50 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential)	\$465.50 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher	\$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment
Rates and Fees for School Support Staff	Hourly Rate
Campus Aide – no classroom support – high school diploma	\$30.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	\$36.50 per hour
Office Assistant – no classroom support – high school diploma	\$36.00 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	\$36.50 per hour
Certified Nursing Assistant (CNA) – licensed – 6 hour minimum	\$40.50 per hour
Licensed Vocational Nurse (LVN) – licensed – 6 hour minimum	\$57.50 per hour
Special Education Aide – Non-Crisis Intervention (NCI) Certified or QBS Trained –	\$38.50 per hour

classroom support – 48 units - licensed	
Behavior Intervention Aide (BII) – classroom support – 48 units	\$40.50 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support – 48 units - licensed	\$42.50 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff	
Credentialed Teachers	\$10,000 flat rate fee
1-90 assigned days at client site	\$5,000 flat rate fee
>90 assigned days at client site	\$3,500 flat rate fee

NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION

Client: CAMINO NUEVO CHARTER ACADEMY

SIGNATURE

PRINTED NAME

TITLE

DATE

SIGNATURE

PRINTED NAME

TITLE

DATE



**NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
STAFFING AGREEMENT**

This Staffing Agreement (this "Agreement") is entered into on **August 4th, 2024 ("Effective Date")** by **New Mediscan II, LLC dba Cross Country Education on behalf of itself and its affiliates (collectively "Agency")** and **CAMINO NUEVO CHARTER ACADEMY ("Client")**. Agency and Client may be referred herein individually as a "Party" or collectively as the "Parties".

1. STAFFING SERVICES. Agency will refer to Client qualified and skilled personnel ("Personnel") for positions described in Exhibit A meeting the requirements outlined by Client and set forth in Exhibit B for Client's locations set forth in Exhibit C. Agency will supply Personnel. Agency will use commercially reasonable efforts to provide the Personnel when and as requested by Client. Agency will use commercially reasonable efforts to verify Personnel credentials; however, Agency makes no warranty or guaranty concerning Personnel abilities or performance and Client will exercise its independent judgment in accepting and retaining Personnel for assignment. All other testing and/or additional credentialing required by Client, including any changes to Exhibit B, shall be performed by Agency at Client's sole cost and expense. Any such Client requirements shall be billed to Client.

2. APPROVED VENDOR SUBCONTRACTORS. Agency may utilize subcontractors ("Approved Vendors") on an as needed basis by utilizing Approved Vendor's healthcare professionals ("Approved Vendor Personnel"). Prior to any Approved Vendor providing Services hereunder, Agency shall contractually require that every Approved Vendor performing duties pursuant to this Agreement meet all requirements and all applicable qualifications outlined herein, including all obligations, insurance, indemnification, representations, and warranties that apply to Agency and Agency employees under this Agreement and any Exhibits included herein. It is understood between the parties that Agency shall not insure or indemnify the Approved Vendor or Approved Vendor Personnel but that Client shall proceed directly against the Approved Vendor as Client shall be named a third party beneficiary for such purposes in the subcontracting agreement between Agency and Approved Vendor. **Assignments** filled through the use of Approved Vendors will be coordinated and arranged by Agency. Each Approved Vendor providing services under this Agreement shall be liable for their own respective acts or omissions. Agency shall not be liable for the acts or omissions of Approved Vendors or their respective employees.

3. INDEPENDENT RELATIONSHIP. Agency will render all services contemplated under this Agreement to Client as independent contractors and not as employees, agents, partners of, or joint ventures with Client. No Personnel performing services under this Agreement shall have any authority to bind Agency or modify this Agreement.

4. COMPLIANCE WITH LAWS; GENERAL TERMS; STANDARD OF PERFORMANCE. Agency shall comply with all federal laws, regulations and procedures regarding legal status to work and reside in the U.S., including completion of required Immigration and Naturalization forms upon hire. Agency is an Equal Opportunity Employers. Agency and Client will not discriminate in the placement of Personnel on the basis of race, creed, color, national origin, sex, age, disability, citizenship or veteran status. The Parties agree to perform the obligations under this Agreement pursuant to applicable federal, state, and local laws, including but not limited to, meal period and rest break laws. Specifically, Client shall have, and be responsible for, daily supervision over Personnel including, without limitation, providing (a) a safe, harassment free, abusive conduct free and discrimination free workplace, (b) all necessary and appropriate equipment for the work to be performed by the Personnel in the workplace environment, (c) all necessary and appropriate safety and operational training of Personnel on such equipment and concerning such environment, and (d) full compliance with all

applicable federal and state wage and hour laws; safety laws and other regulatory laws. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement. Each Party will indemnify the other, its affiliates, directors, officers, trustees, employees, agents and representatives for the indemnifying Party's failure to abide by such applicable federal, state, or local laws.

5. EXCLUSIVITY; FIRST AGENCY TO REFER PERSONNEL. Agency acknowledges and agrees that Client is not obligated to use Agency exclusively to provide Client with any Personnel. If Agency submits Personnel's complete profile to Client, orally or in writing, before any other agency does so, Client agrees to staff and / or hire Personnel only through Agency.

6. BILLING AND PAYMENT. Agency will invoice Client weekly for services pursuant to the rates and terms contained on Exhibit A; payment shall not be subject to offset or waived for any delay in presentment. If additional attachments need to be provided with the invoice, Client agrees to provide that information in writing, prior to the first assignment. If, under applicable state law, Agency is required to pay Personnel any wage/hour penalty, Client will be billed for and will pay such penalty for such Personnel. Payment shall be due within thirty (30) days after invoice date. Agency will accept payment in the following forms: credit card, check and electronic funds transfer. Any payments processed via credit card, ACH debit or drawdown wire shall not require Client's additional authorization prior to processing payment. Such form of payment may incur a processing fee. A finance charge equal to the greater of 18% or the highest maximum lawful rate per annum, will be added to all outstanding amounts unpaid for thirty (30) days or more. Client will submit, in writing, any and all objections to the invoices to Agency within five (5) business days after Client's invoice date to allow Agency to timely investigate the concern and provide additional information or issue a credit. Failure to so notify Agency of any objections will constitute acceptance of invoice and waiver by Client of such objections. Late invoicing will not affect Client's responsibility for payment. Payments shall be applied in the following order against amounts owed by Client to Agency: (a) first, to the payment of any costs of collection incurred by Agency (including any attorneys' fees and expenses), (b) second, to any late fees and/or penalties, including, but not limited to, any finance charges and (c) last, to the payment of fees for services rendered by Agency to Client under this Agreement. Client and Agency agree that any settlement of disputes regarding this Agreement must be in writing and signed by Agency and Client, or it will not be binding upon either of them. Client authorizes Agency to receive and deposit payments marked "paid in full" or "full satisfaction and discharge" or words of similar import, without waiving Agency's right to proceed against Client for any outstanding amounts owed by Client in excess of such payments. Client agrees to pay any added charges relating to excise, gross receipts, sales tax, or other similar taxes, if applicable. In the event such payments are not made, Agency shall have the right to pay such sums at its discretion and Client agrees to reimburse Agency for all such payments made. Any partial payment of an invoice received and deposited by Agency shall not be deemed to be payment in full of such invoice and shall not waive Agency's right to proceed against Client for any outstanding amounts owed by Client in excess of such payment.

7. SALES, GROSS RECEIPTS, AND/OR APPLICABLE TAXES. Rates listed in this Agreement and any attached exhibits do not include state and local sales tax, gross receipts tax or other applicable taxes. Services provided that are subject to such taxes will be billed at the appropriate rate plus the applicable taxes, payable by Client. Taxability will be determined based on the location where the service is provided. If Client is exempt from such taxes or should not be charged for other legal reasons, it is Client's duty to provide proof of exemption to Agency. In the event that Client utilizes a third party billing system that does not provide an option to bill for tax, Client will be billed separately for the tax due. In the event certain taxes arise from either (a) a determination that Client was not exempt or (b) a determination such services should have been taxable and for which no taxes were charged, Agency shall separately invoice those amounts and Client shall be responsible to pay such amounts according to the terms noted in the billing and payment section of this Agreement.

8. NON-SOLICITATION. Unless otherwise prohibited by applicable law, Client agrees not to solicit any of Agency's employees, including Personnel performing services hereunder, to become employed by Client or to attempt to otherwise modify the employment relationship between Agency's employees, including Personnel, and Agency and/or its affiliates in any manner, except as provided in the attached Exhibit A of this Agreement.

9. SCHOOL PROPERTY. Any items provided by Client to CCE Personnel is the responsibility of the Client. CCE will not reimburse Client for any items not returned by the CCE Personnel to the Client.

10. TERM/TERMINATION OF AGREEMENT. This Agreement shall begin on the date first written above and shall continue for a term of one year. This Agreement at the end of such term will be automatically renewed for successive one year periods unless terminated sooner. This Agreement may be terminated by either Party on fifteen (15) days' written notice, or at any time by mutual written agreement of the Parties. Agency reserves the right to immediately terminate this Agreement in the event: (i) Client breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to Agency; (ii) if required by law or regulation; or (iii) if Client becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against Client, or Client makes a general assignment for the benefit of creditors under the bankruptcy or insolvency laws. On termination, Agency shall have no further obligation to provide Client with Personnel.

11. CONFIDENTIALITY. The Parties agree that this relationship may meet the requirements established under the Family Educational Rights and Privacy Act ("FERPA") and shall act in accordance with FERPA standards. In addition, Client agrees that it will not, directly or indirectly, disclose to any Personnel or any third party any rate or other remuneration information disclosed by Agency to Client or any other information contained in this Agreement, except to the extent that such information is required to be disclosed by law, court or governmental order. Client acknowledges that all information regarding rates and other remuneration, as between Agency and Personnel and Client and Agency, is considered proprietary by Agency. The terms of this Section shall survive the termination of this Agreement for any reason.

12. INSURANCE. During the term of this Agreement, Agency will maintain Workers' Compensation insurance at levels established by applicable state, automobile liability insurance with limits of \$1,000,000 and general liability insurance with limits of \$1,000,000 (individual) and \$3,000,000 (aggregate). Such general liability coverage shall include claims for sexual abuse and molestation. Agency shall furnish, at Client's request, a certificate of insurance evidencing such coverage.

13. LIABILITY AND INDEMNIFICATION. Agency agrees to indemnify Client from claims and liabilities (including reasonable attorneys' fees) relating to any property damage, personal injuries or death, resulting directly from the negligent acts or omissions of Agency or its employees while performing services pursuant to this Agreement. Client agrees to indemnify Agency, its affiliates, directors, officers, trustees, employees, agents and representatives from claims and liabilities (including reasonable attorneys' fees) relating to personal injuries or death, resulting directly from the negligent acts or omissions of Client or its employees. Client and Agency each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of negligence allocated to such Party based on the negligent acts or omissions of itself or its employees.

14. VIRTUAL SERVICES. Most services are available for virtual delivery. If virtual services are requested, Client agrees to indemnify and hold harmless Agency for any violations of FERPA while delivering virtual or other services requested by Client.

15. RISK MANAGEMENT. Client agrees to notify Agency's Risk Management Department by phone at (800) 513-5635 or (888) 235-3321 within fifteen (15) days of any incident or concern regarding care of student(s), incident or pending or threatened lawsuit relating to services provided under this Agreement. Failure of Client to provide such notice shall relieve Agency from any and all liability, damage or costs (including any indemnity obligations) resulting from the alleged incident or complaint. Upon receipt of notification of an incident, Agency's Risk Management Department will take all steps it deems reasonably necessary related to the same. Agency and Client agree that neither Party shall take any retaliatory and/or disciplinary action against Personnel should they report any safety or quality care concerns to any such regulatory agency. Client will be responsible for recording Personnel work injuries on Client's injury logs and will indemnify Agency for any violations of Occupational Safety and Health Administration (OSHA) laws related to Personnel. In the event of an injury to Personnel while working, Client shall advise Personnel to immediately report the injury to Agency. During

business hours the number to call is 800-695-7810. During after-hours and weekends the number to call for travel personnel is 800-347-2264 and the respective branch number for per diem. Agency's Workers' Compensation Team will direct Personnel regarding treatment and the filing of a Workers' Compensation claim.

16. NOTICES; BILLING ADDRESS. Any notice rendered in connection with this Agreement shall be in writing and shall be effective when delivered personally (including by Federal Express, Express Mail, or similar courier service), if sent by facsimile, on the date of transmission with confirmed answer back, or five (5) days following deposit into the United States mail, certified mail, return receipt requested, first class postage prepaid, addressed to such Party at the address set forth below, with a copy to Susan Ball, General Counsel if notice is sent to Agency. Client agrees to promptly notify Agency in writing of any incidents that could lead to liability for Agency or its employees, including Personnel, and any threatened or pending litigation or claims arising out of or relating to the services provided hereunder.

If to Agency:		If to Client:	
Cross Country Healthcare, Inc. 6551 Park of Commerce Blvd. NW Boca Raton, FL 33487		Camino Nuevo Charter Academy	
		3435 W. Temple St.	
		Los Angeles, CA, 90026	
ATTENTION:	Contract Administration	ATTENTION :	Margarita Domingo, Adriana Abich, Jessica Hsieh & Rachel Hazelhurst
PHONE	800.873.9182	PHONE	(213) 413-4245
		FAX	(213) 413-8553

If Client's billing address differs from Client's notification address, Agency will invoice Client's billing address as indicated below.

If to Client:	
Enter Client Legal Name	
Enter Street Address	
Enter City, State & Zip	
ATTENTION:	Enter Name
PHONE	Enter Phone Number
FAX	Enter Fax Name

17. CONFLICT OF INTEREST. Agency represents that it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which conflicts in any manner or degree with Client or with the performance of the Services under this Agreement. Agency further represents that it shall not engage any person having such conflict of interest to perform services.

18. ACCESS TO RECORDS. In accordance with Federal regulations and for four (4) years after the termination of this Agreement for any reason, Agency agrees to make available to the Secretary, U.S. Dept. of Health and Human Services, the U.S. Comptroller General and their representatives, this Agreement and all books, documents and records necessary to certify the nature and extent of the costs of the services provided hereunder.

19. GOVERNING LAW. This Agreement shall be interpreted pursuant and subject to the laws of the State of California. The Parties agree that any action between the Parties must be brought in a court of competent jurisdiction in the State of California, Los Angeles County, where the Parties consent to jurisdiction.

20. ENTIRE AGREEMENT; MODIFICATIONS; WAIVERS; SURVIVAL. This Agreement constitutes the entire agreement between the Parties with respect to the matters herein and supersedes all prior agreements, arrangements and understandings (whether oral or written) between the Parties. Other than as provided for Exhibit A, this Agreement shall not be modified, except in writing signed by both Parties

expressly stating that it constitutes a modification of this Agreement. Exhibit A shall be updated annually in accordance with provisions of Exhibit A, and will be sent by Agency to Client contact. Such updated Exhibit A will be effective on the Effective Date. Failure of any Party to insist upon strict compliance with any of the terms of this Agreement in one or more instances shall not be deemed a waiver of its rights to require such compliance in the future. This Agreement shall be binding upon and inure to the benefit of the successors and permitted assigns of the Parties hereto. If an action is brought to enforce or interpret this Agreement, the prevailing Party shall be entitled to recover its costs and reasonable attorneys' fees relating to such action. If any term or provision of this Agreement shall be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, such finding shall not invalidate the whole Agreement. Such term or provision shall be deemed modified only to the extent necessary by adjudication to render such term or provision valid, legal and enforceable. **Notwithstanding anything herein to the contrary, Sections 3, 6-7, 9-13, 15, and 18-21 shall survive the termination of this Agreement for any reason.**

21. ATTACHMENTS; COUNTERPARTS; FACSIMILE DELIVERY. Each Exhibit to this Agreement is hereby incorporated by reference in this Agreement as if such Exhibit was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile transmission shall be effective as delivery of a manually executed counterpart hereof.

22. CONSEQUENTIAL; SPECIAL DAMAGES. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL OR PUNITIVE DAMAGES OR EXPENSES OR LOST PROFITS (REGARDLESS OF HOW CHARACTERIZED AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES) UNDER OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, STATUTORY LIABILITY OR OTHERWISE).

IN WITNESS HEREOF, the Parties have caused this Agreement to be executed on the Effective Date of this Agreement.

NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION

Client: CAMINO NUEVO CHARTER ACADEMY

SIGNATURE

SIGNATURE

PRINTED NAME

PRINTED NAME

TITLE

TITLE

DATE

DATE

EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

- A. PLACEMENT FEES** Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

- B. REPORTING PAY.** For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.
- C. MINIMUM BILLING.** All services have minimum billing requirements, which are listed in the rate tables below.
- D. RATE CHANGES.** The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.
- E. RATES.** The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024

FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	\$116.39	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	\$101.97	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	\$118.45	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Augmentative and Alternative Communication (AAC)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	\$119.48	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	\$119.48	4 hours weekly

CCE 02.2023

CF	\$97.85	
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	\$129.78	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	\$91.67	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Educational Audiologist	\$175.10	1 hour for IEP's and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICs or ERMHS)	\$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	\$195.70	2 hours per day
Expert Program Oversight	\$174.00	1 hour per day
Occupational Therapist (OT)	\$122.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
Program Administrator	\$162.74	4 hours weekly
Resource Teacher (RST)	\$88.58	8 hours daily
School Psychologist	\$123.60	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	\$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$83.95	1 hour for virtual services; 3 hours for direct services
Translation	\$100.00	1 hour per request
Other Providers not listed in the agreement		Contact for quote
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	\$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

**EXHIBIT A – SUBSTITUTE SERVICES
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS**

- A. PLACEMENT FEES.** Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

- B. SUBSTITUTE TEACHER DAILY CALCULATIONS.** The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.
- C. LESSON PLANNING AND GRADING CALCULATIONS.** Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.
- D. BREAKS AND REST PERIODS.** Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.
- E. CONFIRMED ASSIGNMENT CHANGES.** Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".
- F. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION.** For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

- G. TIME AND ATTENDANCE.** A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.
- H. RATE CHANGES.** The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.
- I. MINIMUM BILLING.** Some services have minimum billing requirements, which are listed in the rate tables.
- J. RATES.** The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024

FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	\$395.50 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit	\$430.50 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential)	\$465.50 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher	\$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment
Rates and Fees for School Support Staff	Hourly Rate
Campus Aide – no classroom support – high school diploma	\$30.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	\$36.50 per hour
Office Assistant – no classroom support – high school diploma	\$36.00 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	\$36.50 per hour
Certified Nursing Assistant (CNA) – licensed – six hour minimum	\$40.50 per hour
Licensed Vocational Nurse (LVN) – licensed – six hour minimum	\$57.50 per hour
Special Education Aide – Non-Crisis Intervention (NCI) Certified or QBS Trained –	\$38.50 per hour

classroom support – 48 units - licensed	
Behavior Intervention Aide (BII) – classroom support – 48 units	\$40.50 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support – 48 units - licensed	\$42.50 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff	
Credentialed Teachers	\$10,000 flat rate fee
1-90 assigned days at client site	\$5,000 flat rate fee
>90 assigned days at client site	\$3,500 flat rate fee

Exhibit B**Special Education Providers, Substitute Teachers and Support Staff
HEALTH SCREENING AND CREDENTIALING REQUIREMENTS**

1. Agency's Personnel must meet the requirements set forth below in accordance with the below tables based on the location of services being provided. Client agrees to not require the employee to provide any additional items other than those listed below. Agency attests that for each of its respective employees they meet the minimum requirements and (a) they have completed all of the health and background screenings requirements below; (b) there has been no break in service greater than 180 days of such employees subsequent to conducting such health and background screenings; and (c) the results of those screenings has not shown any issues that would render such employee reasonably unacceptable to the Client or otherwise negatively impact the health or safety of any child.
2. Client understands and agrees that it will incur additional costs for any health screenings and/or credentialing requested that is not set forth in this Exhibit B. In addition, any requests by Client other than as set forth on Exhibit B must be agreed upon in writing before Agency shall be required to provide any such additional health screenings and/or credentialing.
3. Items on this document cannot be waived or altered unless approved by the Senior Director of Business Administration or the Vice President of Education. Any item waived cannot be an item that places the employee in a non-compliant status per applicable laws and directives.

FOR SERVICES PROVIDED IN CALIFORNIA		
TYPE	FREQUENCY	DETAILS
TB Test	At hire, re-activation, and at expiration	Must be within past 60 days and expires 4 years after test results read
State of California License (Academic Assessor, Registered Nurse, Registered Behavior Technician, Licensed Vocational Nurse, Marriage and Family Therapist, Music Therapist, Art Therapist, Physical Therapist, Physical Therapist Assistant, Licensed Clinical Social Worker, Speech Language Pathologist, Speech Language Pathologist Assistant, Certified Occupational Therapist Assistant, Occupational Therapist, Orientation/Mobility Specialist, Psychologist, Audiologist, Behavior Intervention Development, and Certified Nursing Assistant only)	At hire, re-activation, and at expiration	Unencumbered license - all flags or suspensions must be explained and evaluated by a Director prior to hire
Board Certified Behavior Analyst (BCBA) License	At hire, re-activation, and at expiration	Unencumbered license - all disciplinary sanctions must be explained and evaluated by a Director prior to hire
Non-Violent Crisis Intervention Training (if required)	At hire, re-activation, and at expiration	Current and Valid

CTC Permit (30-day permitted substitute teachers only)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
CTC Credential (Special Education Teacher, Case Manager, Certified or Credentialed Nurse, Educational Diagnostician, Expert Consult, Program Admin, Teachers for the Deaf and Hard of Hearing, Teachers for the Visually Impaired, Resource Teacher, School Psychologist, Adapted Physical Education Teacher, and School Counselor)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
Transcripts – 48 Units (SpEd Aide, Teacher Assistant)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School (Office, Campus Aide, BII)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School + Parapro Certification (Paraprofessional)	At hire and re-activation	Units earned meet or exceed ESSA requirements
First Aid/CPR License (RN, LVN or CNA Only)	At hire, re-activation, and at expiration	Current and Valid
Livescan Results (DOJ/FBI)	At hire, re-activation, and as subsequent arrests are received by DOJ/FBI	Any convictions must be explained and evaluated for Ed Code compliance. If acceptable per Ed Code, evaluated by a Director before hire.
Mandated Reporter, Bloodborne Pathogen	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Positive Behavior Interventions and Supports Trainings (SpEd Providers and BII's)	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Sexual Harassment Training	At hire or reactivation, and every 2 years thereafter	Certificate of completion is maintained in the employee file.

Exhibit C
Client Locations

Coversheet

Contract for Special Education Services from Edlogical

Section: IV. Consent Items
Item: O. Contract for Special Education Services from Edlogical
Purpose: Vote
Submitted by:
Related Material: 2024-2025 EdLogical Service Agreement.pdf



2024-2025

SPECIAL EDUCATION SERVICE AGREEMENT

Camino Nuevo Charter Academy

&

EdLogical Group Corp

**EdLogical Group Corp (“Company”)
TERMS OF SERVICE AGREEMENT**

This Agreement made on this May 13, 2025, Between Customer and Company (hereinafter the “Agreement”)

BETWEEN: Camino Nuevo Charter Academy: 3435 W. Temple St. Los Angeles, CA 90026 (hereinafter the “Customers”)

AND: EdLogical Group Corp. 9355 E. Stockton Blvd. Suite 225, Elk Grove, CA 95624 (hereinafter the “Company”),

WHEREAS: Company EdLogical Group Corp to provide Special Education, Health Services and Non- Special Education

to the under the terms and conditions of this Agreement and the Schedules as defined and Services Fees:

Appendix A

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, Customer and Company hereby agree as follows:

ARTICLE I

TERMS & SERVICES

1.0 Both Company and Customer agree that any and all services entered in to between Company and Customer will follow the service schedules detailed within this Agreement.

1.1 Additionally, both parties agree that the general terms of this Agreement will apply to the general relationship between each subsequent service pursuant to this Agreement undertaken by the parties, unless modified by the prior written consent of both parties. Additional services schedules (hereinafter the “Schedules”) shall be developed and agreed to by the parties, in concordance with this Agreement. The terms of the Schedules shall control in the event of any conflict between this Agreement and subsequently developed Schedules.

1.2 As of the Effective Date of this Agreement (as set forth in Section 4.0 in this Agreement), Customer shall, under the terms and conditions of this Agreement and any additionally developed Schedules, cause Company to provide the services as defined in any Schedules (hereinafter the “Terms of Service”).

ARTICLE II

PAYMENT

2.0 Company shall invoice Customer for the Terms of Service no greater than once per month. The invoice shall detail all Terms of Service provided to Customer during the prior 30 days, including the rate of services provided, and the charge for the services. **Customer shall pay all invoices within 30 days of receipt.**

Payment shall be made by check mailed to Company mailing address on the invoice.

**EdLogical NPA - A Point Quest Company 2024-2025 (Camino Nuevo Charter Academy)
Appendix A**

Related Services		
Service	Minimum Hours On - Site Fee	Hourly Service Rate
Office Administrative Assistant	7 hrs	\$45.00
Instructional Aide/Paraeducator	7 hrs	\$39.00
Academic Assessments	4 hrs	\$95.00
Adapted Physical Education Teacher	4 hrs	\$103.00
Audiological	2 hrs	\$168.00
BCBA	3 hrs	\$118.00
Behavior Intervention Implementation (BII)	7 hrs	\$45.00
Case Manager/Resource Teacher (Sped. Teacher)	7 hrs	\$95.00
Certified Nursing Assistant/Medical Assistant	7 hrs	\$58.00
COTA (Certified OT Assistant)	3 hrs	\$77.00
OT (Occupational Therapist)	3 hrs	\$132.00
Credentialed School Nurse: Hearing and Vision Screening (Regular Ed. Students)	4 hrs	\$107.00
Credentialed School Nurse: Health Assessment (Developmental Assessment Special Ed.)	4 hrs	\$107.00
Hard Of Hearing	2 hrs	\$120.00
DIS Counseling (LMFT)	7 hrs	\$92.00
DIS Counseling (AMFT)	7 hrs	\$77.00
Education Administrator/Program Oversight	7 hrs	\$275.00
LVN	7 hrs	\$75.00
Orthopedic Impairment	2 hrs	\$148.00
APT (Associate Physical Therapist)	3 hrs	\$77.00
PT (Physical Therapist)	3 hrs	\$135.00
School Psychologist	3 hrs	\$118.00
SLP (Speech and Language Pathologist)	3 hrs	\$130.00
SLPA (Speech and Language Pathologist Assistant)	4 hrs	\$77.00
Translation Report Services (BCLAD)	2 hrs	\$88.00
Technical Support/Professional Training Consultation	4 hrs	\$302.00

Additional Fees*		
Service	Description	Fee
Administrative Time	Documentation, session prep, and email. scheduling with families, sending meeting invites, transferring student information to digital format	Hourly Rate/Mileage
Breaks	CA mandated breaks will be billed to school site for provider or assessors on site for more than 5 hours per day.	
Consultation	Collaboration with school staff, parent and/or IEP team, conferences	
Drive Time	**** More than 35 miles billed at hourly rate or per mile.	
IEP Development/Attendance	Caseload setup, IEP review, progress reports & session notes	
No Show/Cancellation/Absent	Cancellations made within 24 hours of scheduled service, assessment, or meeting	
Service Provider on Call Request	Provider to charge hourly rate for time requested	
Lesson Planning	Lesson and session planning	
School Closure	Unforeseen Power outage, natural disaster, school closure, etc. without 24-hour notice	Half of the scheduled time

Virtual Services are One Hour Minimum

Cancellation of Meetings: School may be charged for an hour of service, or if an IEP meeting is cancelled with less than 24 hours' notice.

Absent Students: School may be charged the two-hour minimum visit if school confirms that a student is present, and it turns out the student is absent. Employees may also work on other related duties during the time a student is absent from their scheduled DIS Counseling appointment.

Schedule Changes: Schools must provide at least 1 business day notice if there is a change in the school or student's schedule and it will impact the Employee's scheduled visit. Failure to notify EdLogical will result in the minimum visit charge that applies to the service.

Other Hourly Fees IEP Pre/IEP Meeting/, Progress Notes, Session Notes, Student IEP Development Notes, Consultation, Compliance/File Review, Student Caseload Set-up, Parent Conferences, Provider Prep Time supervision of interns or assistants' and or
******Any Special Assessment Tools.**

2.0 Any dispute regarding invoices must be made by Customer in writing or email to Company within the initial 30-day payment period. This written notice must be sent to EdLogical Group Corp Billing Department 4th Floor Long Beach, CA 90802. Payment by the Customer shall not constitute a waiver of any right or remedy by the Customer provided under this Agreement or by law.

ARTICLE III

RECORDS

3.0 Customer and Company both agree to keep accurate and complete account books, records, and other documents relevant to this Agreement and any Schedule (hereinafter the "Records"). The parties shall keep such Records for a period of Three years after the expiration of this Agreement.

3.1 The Records will be available for copying, review and inspection by any agent or qualified representative of a party to this Agreement. Copying will be made at the expense of the requesting party and inspections shall take place at the location where the parties agree. Inspections shall be requested with a notice period of ten business days by written request. Any Confidential Information (as defined in Section 13.4 in this Agreement) disclosed by the inspection shall be kept confidential to the extent allowable by applicable law. Any modification to the terms of this clause must be in writing and signed by both parties.

ARTICLE IV

TERM AND TERMINATION

4.0 This Agreement shall commence on **July 1, 2024 (the "Effective Date")** and terminate on **June 30, 2025** (Hereinafter the "Expiration Date").

4.1 This Agreement may be terminated by either party, upon ninety (90) days written notice to the other party, with or without cause.

4.2 The Company and Customer shall cooperate with each other to comply with all state and federal applicable special education laws. Failure to cooperate by either party is cause for this Agreement to be immediately revoked.

4.3 This Agreement may be terminated by insolvency of either party, immediately upon written notice to the other party. Insolvency shall be defined as a party voluntary filing, or, when a party has an involuntarily petition filed against it under the United States Bankruptcy Code, including a petition for Chapter 11 reorganization as set forth in the United States Bankruptcy Code.

4.0 In the event that this Agreement is terminated, both Customer and Company shall be required to fulfill all obligations under this Agreement in connection with services described herein made prior to Agreement termination.

4.1 Upon termination of this Agreement, each party shall return all relevant property including Confidential Information (as defined in Section 13.4 in this Agreement) and Customer information received from the other party under the dictates of this Agreement.

ARTICLE V

RELATIONSHIP OF PARTIES

5.0 The relationship between Customer and Company shall be limited to that of **Independent Contractors**. Neither party shall undertake any actions that would imply or seek to establish any partnership, ownership, employment, joint venture or trust relationship between the parties, unless this Agreement is modified as such with the mutual consent of both Customer and Company and is formalized in writing and is signed by both parties. The Customer shall have no employment relationship with any of Company's employees or agents. Company shall exercise day-to-day control over and supervision of such individuals including but not limited to hiring, evaluation, instruction, scheduling, direction, promotion, demotion, compensation, employee benefits, discipline and discharge.

5.1 No Hiring policy: Customer agrees that during the term of this Agreement, Customer agrees not to solicit to whom EdLogical hires or contracts with during the term of the Agreement, without the advance written consent of Company. EdLogical may grant or deny the request by the Customer. Should Company so consent, Company shall be entitled to an employee hiring fee (the 'Hiring Fee") equal to twenty-five percent (25%) of the hired individual's base salary or a maximum fee of \$15,000.

ARTICLE VI

REPRESENTATIONS AND WARRANTIES OF COMPANY

6.0 Company hereby represents covenants and warranties that Company is a valid corporation in good standing under the laws of the State of California, that this Agreement and any and all subsequently developed Schedules constitute a valid, legal and binding obligation upon Company, legally enforceable against Company except as limited by bankruptcy or other reorganizations that impact credit issues. Company, as of the Effective Date of this Agreement, represents that; Company has taken all necessary action for the execution and delivery of this Agreement and any relevant Schedule.

6.0 Company further warrants that the execution and delivery of this Agreement, the Original Schedule and relevant Schedule do not modify, violate, cancel, terminate, or modify in any substantive manner any material contract to which Company is a party. Additionally, Company is not required to give notice to any third party or obtain the consent of any person for the execution and delivery of this Agreement.

6.1 Company is, to its knowledge, and will be at all times during the performance of this Agreement, in compliance with all applicable state, federal and local rules, regulations and laws.

6.2 Further, Company represents that Company is not currently in default of any agreement or contract.

6.3 The aforementioned representations and warranties made by Company to Customer shall survive the termination of this Agreement and any Schedule.

ARTICLE VII

INDEMNIFICATION AND LIMITATIONS ON LIABILITY

7.0 Company agrees to hold harmless, indemnify and defend Customer and each individual or entity that is an agent, affiliate, partner, officer or stockholder against any and all claims, losses, liabilities, damages and expenses, including legal fees, fines, judgments, settlement amounts all made in connection with, or arising from errors in any representation or warranty made by Company under this Agreement, any breach of the Agreement by Company, or any omission or negligent act by Company in connection with this Agreement, provided that such negligent act, omission, or error was not done at the direction of Customer.

7.1 Customer agrees to hold harmless, indemnify and defend Company and each individual or entity that is an agent, affiliate, partner, officer or stockholder against any and all claims, losses, liabilities, damages and expenses, including legal fees, fines, judgments, settlement amounts all made in connection with, or arising from errors in any representation or warranty made by Customer under this Agreement, any breach of the Agreement by Customer, or any omission or negligent act by Customer in connection with this Agreement, provided that such negligent act, omission, or error was not done at the direction of Company.

7.2 Customer and the Company and its agents, employees, and sub-contractors shall obey all applicable local, state, and federal laws in the performance of this Agreement, including, but not limited to minimum wages and/or prohibitions against discrimination.

7.0 Company officers, agents, employees and/or sub-contractors shall comply secure and maintain in force such licenses, permits, and health or legal clearances as required by CDE law, in connection with the furnishing of the services to students of the Agency.

7.1 Company shall comply with Education Code section 45125.1 regarding fingerprinting. Company or their sub-contractors shall bear their own costs of fingerprinting.

7.2 Company shall comply with Education Code section 49406 regarding examination for tuberculosis. Company or their sub-contractors shall bear their own cost of tuberculosis screening.

7.3 Company will only provide Customer with staff which have the appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services described in this Agreement. Company must fill out the form “Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification” for any employees working with or around students. The certification shall be submitted to Customer before any Company employee is allowed onto a school site. Company is required to notify Customer in the event of any changes to Company’s staff on a school site and, as necessary, fill out new or updated “Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification” forms. Company will request and receive subsequent arrest notifications for its employees from the California Department of Justice (“DOJ”) to ensure ongoing safety of students.

ARTICLE VIII

INSURANCE

8.0 Company agrees that during the term of this Agreement, Company will maintain an insurance policy with a reputable insurance company. “Camino Nuevo Charter Academy” and its Affiliated Schools” shall be named additional insured under Company’s general liability policy and, to the extent possible, under all other such policies, which said policies shall be so specifically endorsed. All insurance required to be obtained by Company pursuant to this Agreement shall be primary to any insurance available to Customer, shall be excess and noncontributing with respect to insurance required to be obtained by Customer. Certificates of Insurance and Additional Insured Endorsements are to be filed with Customer prior to the start date of the Agreement. All insurance obtained by Company pursuant to this section shall be for a period of not less than the term of this Agreement and shall not be cancelled or modified without providing Customer with thirty (30) days prior written notice. Should Company fail to furnish policies as provided in this Agreement, Customer may obtain such insurance and the premiums on such insurance shall be paid by Company unto Customer upon demand.

8.0 Upon Customer's written request, Company agrees to furnish Customer with duly certified copies of insurance policies meeting the following requirements:

1. *Commercial General Liability (CGL):* Insurance Services Office Form CG 00 01 covering CGL on an "occurrence" basis, including products and completed operations, property damage, bodily injury and personal& advertising injury with limits no less than \$1,000,000 per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.
2. *Automobile Liability:* ISO Form Number CA 00 01 covering any auto (Code 1), or if Contractor has no owned autos, hired, (Code 8) and non-owned autos (Code 9), with limit no less than \$1,000,000 per accident for bodily injury and property damage.
3. *Workers' Compensation:* As required by the State of California, with Statutory Limits, and Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease.
4. *Professional Liability (Errors and Omissions), as applicable:* Insurance appropriate to the Contractor's profession, with limit no less than \$1,000,000 per occurrence or claim, \$5,000,000 aggregate.

8.1 Company understands that it is not covered by any Workers' Compensation insurance through Customer. The Company providers and their sub-contractor(s) or agent(s) provide their own Automobile Insurance, and Professional Liability Insurance. Neither Company providers nor its sub-contractors or representatives shall at any time provide any transportation to Customer students in any vehicles. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.

ARTICLE IX

MEDIATION AND ARBITRATION

9.0 In the event that any dispute or claim arises between the parties from this Agreement, its performance, breach, interpretation, validity or enforceability, the parties hereby agree to attempt to resolve such dispute initially by meeting and conferring. In the event that the dispute cannot be resolved by meeting and conferring, the parties agree to refer the dispute to a mediator for resolution. The parties shall attempt in good faith to agree upon the appointment of a mediator. The parties agree that each party will bear 50% of the costs of mediation.

9.0 In the event that a dispute or claim cannot be resolved through mediation, it shall be exclusively (except as provided below) resolved by final binding arbitration before the American Arbitration Association (AAA), utilizing AAA Commercial Arbitration Rules.

9.1 The arbitrator shall be selected using AAA procedures. The arbitrator will not award attorney's fees or punitive, incidental, consequential, treble, or other multiple or exemplary damages, and the parties hereby agree to waive and not seek such damages.

9.2 Awards shall be final, binding, and non-appealable, with the exception of the grounds for appeal guaranteed by the Federal Arbitration Act and applicable laws.

ARTICLE X

ASSIGNMENT PROHIBITED

10.0 Both the Customer and Company are expressly prohibited from assigning this agreement or any rights or interest flowing from this Agreement. Assignment will only occur with the express written consent of both parties.

ARTICLE XI

GOVERNING LAW

11.0 This Agreement will be interpreted and enforced under the laws of The State of California without regard to conflict of laws.

ARTICLE XII

GENERAL PROVISIONS

12.0 Modification and Amendment. This Agreement may be modified only by a written amendment signed by all parties hereto and approved by the appropriate officials of both parties.

12.1 Conflicts of Interest. Company warrants that no part of the total Agreement amount shall be paid directly or indirectly to an employee or official of Customer as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Company in connection with any work contemplated or performed relative to this Agreement. Company acknowledges, understands, and agrees that this Agreement shall be null, and void as determined by Customer if Company is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Customer.

12.0 Nondiscrimination. Company hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Company on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

12.1 Interpretation and Opportunity for Counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

12.2 Company shall comply with all applicable federal, state, and local laws and regulations, including, but not limited to, applicable and active health orders.

Confidentiality XIII.

13.0 **Camino Nuevo Charter Academy** Information. It is understood that in the course of the Agreement, Customer may disclose to Company various confidential and proprietary information relating to Customer's business, schools, students, employees, operations, facilities, and plans, as well as information relating to third parties with whom Customer may do business or procure products, and that the data, findings and conclusions resulting from the Company's services described herein will be valuable confidential information belonging to Customer ("Confidential Information"). Accordingly, Company agrees that Company's employees and/or subcontractors will keep in strictest confidence all such information relating to Customer or third parties and all such information relating to the services described herein, not to use such information other than for the performance of the services described herein, and to cause any of Company's employees and/or subcontractors to be bound by the same obligation of confidentiality to which Company is bound. Company shall not communicate Customer's information in any form to any third party without Customer's prior written consent. Upon termination of this Agreement, Company, and its employees.

- i. Will continue to hold all such information in strictest confidence, and
- ii. Will promptly return to Customer any and all confidential information and documents belonging to Customer (including any copies, extracts, summaries, or statements of such confidential information which may have been made)

13.0 Press Releases. Company shall not refer to the existence of this Agreement, nor use the name of or make reference to Customer for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Customer's Chief Development & Communications Officer. Company acknowledges that remedies at law may be inadequate to provide Customer with full compensation in the event of Company's breach of this provision, and that Customer shall be entitled to seek injunctive relief in the event of any such breach.

13.1 FERPA/IDEA. This Agreement is entered into by Company and Customer in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Company hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Company agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Company agrees that nothing in this Agreement may be construed to allow either Company or Customer to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.

Company agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of Company's security obligations, or any other event requiring notification under applicable law, Company agrees to:

- i. Immediately notify Customer of such event with 24 hours of discovery; and
- ii. Cooperate with Customer to inform all such individuals in accordance with applicable laws; and
- iii. Indemnify, hold harmless, and defend **Camino Nuevo Charter Academy** and its Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons, and their Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons from and against any claims, damages, fees, or other harm related to such a data breach.
- iv. Within thirty (30) days after termination of this Agreement, Company will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to Customer as well as purge any copies of the personally identifiable information. Company agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision.

13.0 Health Information. Company acknowledges that, from time to time during the term of this Agreement, Company may acquire or have access to protected health information (“PHI”) of Customer’s students, as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the “HIPAA Rules”). Company shall not use or disclose and will cause its employees and/or subcontractors not to use or disclose PHI, except as necessary to perform the services of this Agreement or as required by law.

IN WITNESS WHEREOF, the parties hereto execute this Agreement on this June 5, 2024

Camino Nuevo Charter Academy(CUSTOMER)

EdLogical Group Corp (Customer)

Authorized Signature

Authorized Signature

Name and Title

Sara Cervantes VP, Program Quality

Name and Title

Date

June 5, 2024
Date

Coversheet

Contract for Special Education Services from Sincere Behavior Solutions (SBS)

Section: IV. Consent Items
Item: P. Contract for Special Education Services from Sincere Behavior Solutions (SBS)
Purpose: Vote
Submitted by:
Related Material: SBS Master Contract CNCA-2024-2025.pdf

2024-2025

**CHARTER OPERATED PROGRAMS NONPUBLIC
SCHOOL/AGENCY/RELATED SERVICES AGREEMENT**

Between

Sincere Behavioral Solutions

And

Camino Nuevo Charter Academy

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT**

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2024 - 2025

**CONTRACT
NUMBER:**

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

Sincere Behavioral Solutions, LLC
(Hereinafter referred to as "CONTRACTOR")

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on the 1st day of July, 2024, between Camino Nuevo Charter Academy (hereinafter referred to as "LEA" or "district") and CONTRACTOR for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

LEA shall provide CONTRACTOR access to student records in Welligent within five (5) school days of CONTRACTOR's notification of enrollment. Within five (5) school days of LEA providing CONTRACTOR with access to a newly enrolled student's records in Welligent, CONTRACTOR shall provide required information to complete an Individual Services Agreement (hereinafter referred to as "ISA") to the LEA. Thereafter, CONTRACTOR and LEA shall electronically exchange ISAs, for LEA approval of ISA. The ISA shall then be executed within five (5) school days thereafter. LEA and CONTRACTOR shall enter into an ISA and subsequently maintain an active ISA for each LEA student served by CONTRACTOR. Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP").

LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent evidencing the parent's agreement to the IEP. Exceptions to this requirement will only be made as follows: (1) pursuant to an Office of

Administrative Hearings (hereinafter referred to as “OAH”) order, (2) pursuant to a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, or (3) when the CONTRACTOR is directed in writing or email by the LEA to begin the provision of services prior to the receipt of a signed IEP.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. Specifically, the CONTRACTOR shall not be operated or controlled by a sectarian group, the primary purpose of the facility shall not be religious, and religious education can not be part of the CONTRACTOR's program. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE certification and as defined in California Education, Code sections 56366 *et seq.* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to the capacity as stated on CONTRACTOR's CDE certification. The maximum number of LEA students enrolled shall not exceed the total LEA enrollment stated on Master Contract Rate page. Upon prior, written agreement by both parties, maximum number of LEA student enrollment may be increased. Possession of an active Master Contract does not ensure that student referrals for enrollment will be issued. Referrals will be based on CDE certification, district student capacity as per Master Contract Rate Page (Exhibit A) and current district need.

If current (re)certification documents are not available through no fault of the NPS/A, this Master Contract shall remain in effect until such documents are made available to the NPS/A, which shall in turn submit copies of same to the LEA within five (5) business days of receipt by the NPS/A. The NPS/A shall, within five (5) business days of any change in the status of its approved capacity to serve a specific number of pupils, notify the LEA of the change. CONTRACTOR shall submit all revised CDE certifications to the LEA within five (5) business days.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

With respect to CONTRACTOR's certification, LEA requires that CONTRACTOR comply with all CDE certification requirements while providing services during the term of this contract to LEA students. Failure to notify the LEA of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in suspension or termination of this Master Contract by the LEA. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify the designated LEA within five (5) business days should changes to key demographics occur, such as changes in address, phone number, referral contact information, or key administrative staff.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations, facilities for individuals with exceptional needs, CONTRACTOR shall also comply with all LEA policies and procedures applicable to NPS/NPA, unless taking into consideration all of the surrounding facts and circumstances, a policy/procedure or policies/procedures, or a portion of a policy/policies, does not reasonably apply to CONTRACTOR.

To the fullest extent allowed by law, CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA applicable policies/procedures and shall indemnify LEA under the provisions of section 16 of this Contract for such failure.

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from **July 1, 2024 - June 30th, 2025** (Title 5 California Code of Regulations section 3062(a). Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2023. In the event the contract is not renegotiated by June 30, 2023, the most recently executed Master Contract will remain in effect for 90 days per Title 5 California Code of Regulations section 3062(d). No Master Contract will be offered unless and until all of the requirements set forth in the Application Packet have been satisfied. Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees.

5. INTEGRATION CLAUSE

This Master Contract includes each ISA, and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or

agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with reasonable information as requested in writing to secure the Master Contract or renewal. If the Application Packet is not completed and returned to the district, no Master Contract will be issued. Upon LEA's issuance of the Master Contract to CONTRACTOR, the assurance statements (namely, Nonpublic Services Insurance Certification, Nonpublic Services Assurance Statement, and Nonpublic School or Agency Contract Employee and/or Volunteer Fingerprint Certification and Assurance Form) contained within the submitted Application Packet shall become part of the Master Contract. This Agreement and all exhibits to this Agreement constitute the entire agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement. To the extent that there is any conflict between the language of this Master Contract and the language of other documents incorporated by reference, the language of this Master Contract shall control, and the conflicting incorporated language shall be disregarded. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such 90 day period, all payments for services performed after the 90 day period shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR (California Education Code section 56366(c) (1) and (2)). Notwithstanding any contrary provisions of this Master Contract, in the event that this Master Contract expires or terminates and LEA continues placement of current students or sends new students to CONTRACTOR and CONTRACTOR continues to provide services, CONTRACTOR and LEA shall continue to be bound by all of the terms and conditions of the most recent IEP and executed Master Contract for service provided to LEA students until LEA students are no longer served by CONTRACTOR as set forth in the provisions of Section 1.

6. INDIVIDUAL SERVICES AGREEMENT

Upon request from contracting LEA, this contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to California Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR and LEA shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

All related services as delineated in the IEP/ISA shall be scheduled in advance for the duration of IEP/ISA. Each scheduled related service event per IEP/ISA prescription (frequency and duration), shall be documented in the Welligent Service Tracking Module. If CONTRACTOR is a nonpublic school, student attendance shall be maintained on at least a daily basis in Welligent. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline. These standards are typically set by state and national licensing boards.)

Changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law. (California Education Code section 56366(a)(3)).

CONTRACTOR may terminate this Master Contract or an Individual Services Agreement in accordance with Education Code section 56366, subd. (a)(4). For the purposes of this section, "for cause" within the meaning of section 56366, subd. (a)(4), shall be defined as follows: (1) the student requires services beyond the capacity of the CONTRACTOR's certification, or (2) the student's continued presence materially and adversely affects the provision of services to other students, or (3) the student presents a safety risk to other students or staff. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public-school program at an IEP team meeting. CONTRACTOR is required to comply with all requirements of section 56366, subd. (a)(4), including, but not limited to, the notice requirements stated therein.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the LEA student's IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a)(5), 56366.10(a), and Title 5 of the California Code of Regulations Section 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within ten (10) school days of the last date a service was provided. CONTRACTOR shall provide any subsequent compensatory service hours agreed upon in an ISA but not provided to a student as a result of CONTRACTOR's lack of provision of services, excluding service hours missed due to properly documented student absence or student refusal of services. When missed services are made up, CONTRACTOR shall submit a properly prepared invoice to LEA to bill for the provision of those services for which the LEA withheld prorated payment. LEA shall compensate CONTRACTOR for approved compensatory service hours at the rates specified by the current contract, unless billed for previously and in accordance with the provisions in Section 58.

Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Master Contract unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall cooperate with LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR'S last executed ISA.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA, or the Master Contract may be appealed to the Los Angeles County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency certified by the California Department of Education identified on page 1 of this Master Contract and its officers and employees.
- b. The term “authorized LEA representative” means a LEA administrator or designee assigned to the LEA’s Division of Special Education with responsibility for nonpublic schools/agencies.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing (“CTC”), temporary county certificates that allow individuals to teach in nonpublic nonsectarian (and other) schools while their applications for certification by the Commission on Teacher Credentialing (CTC) are being processed, and which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001(y)).
- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, or refer to themselves using a specified professional title, including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).
- f. The term “Parent” means:
 - i. A biological or adoptive parent of a child unless the biological or

adoptive parent does not have legal authority to make educational decisions for the child.

- ii. A guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726.
- iii. An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare.
- iv. A surrogate parent who has been appointed pursuant to Government Code sections 7579.5 or 7579.6 and in accordance with the requirements of applicable federal and state laws and regulations.
- v. A foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).
- vi. Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this contract shall be in writing. Notices shall be faxed, emailed with verification of receipt, mailed by first class United States Postal Service, electronically delivered or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices related to application for and administration of this Master Contract shall be mailed to LEA and shall be addressed to:

Rachel Hazelhurst
Chief Academic Officer
Camino Nuevo Charter Academy
3425 W. Temple Street, Los Angeles, CA 90026
Office: 213-417-3406
Email: Rachel.Hazelhurst@caminonuevo.org/www.caminonuevo.org

Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

CONTRACTOR shall maintain all records as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all such records for at least seven (7) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to: pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of services provided through adult assistance (herein after referred to as “AA”), behavior intervention aides, and bus aides; absence verification records; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; and other documents evidencing financial expenditures; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA electronic and physical student records, including student records data kept electronically (e.g., on laptops, smartphones, etc.), in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’s employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student’s record. Such log need not include: (a) the LEA student’s parent; (b) parties to whom directory information is released pursuant to California Education Code section 49073; (c) an individual to whom written consent has been executed by the LEA student’s parent; or (d) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record pursuant to California Education Code Section 49076. For purposes of this paragraph, “employees of LEA or CONTRACTOR” do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents’ requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward LEA student records within ten (10) business days to LEA. These shall include, but are not limited to, current transcripts, progress reports/report cards, state test score reports, IEP/IFSPs, and reports.

CONTRACTORS shall comply with California Education Code § 56504, which ensures parents the right and opportunity to examine all school records of his or her child and to receive copies of these records within five (5) business days after making a request either orally or in writing. Requests for records shall be promptly forwarded to the LEA’s Custodian of Records and CONTRACTORS shall comply with LEA requests for records within mandated timelines.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST AND NO ASSIGNMENT

This contract binds CONTRACTOR’s successors and assignees. Notice of any change in CONTRACTOR’s ownership or authorized representative shall be provided in writing to LEA within forty-five (45) days of change of ownership or change of authorized representative. CONTRACTOR shall not assign this Agreement without the written consent of LEA, and any attempt by CONTRACTOR to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of LEA.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in Los Angeles County, California.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the CONTRACTOR thirty (30) days’ notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. CONTRACTOR may submit requested modifications and/or amendments to LEA for consideration. In the event urgency or emergency legislation is passed, the notice period may be less than thirty (30) days.

14. TERMINATION

This Master Contract or an ISA may be terminated by either the CONTRACTOR or LEA as set forth below. To terminate the ISA, either party shall give twenty (20) calendar days prior written notice.

CONTRACTOR may terminate the Master Contract or an ISA in accordance with Education Code section 56366, subdivision (a)(4). For purposes of this section “for cause” within the meaning of section 56366, subdivision (a)(4), shall be defined as follows: (1) the student requires services beyond the capacity of CONTRACTOR’s certification, or (2) the student’s continued presence materially and adversely affects the provision of services to other students, or (3) the student presents a safety risk to other students or staff. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR is required to comply with all requirements of section 56366, subd. (a)(4), including, but not limited to, the notice requirements stated therein.

In the event of the closure of a non-public school or agency, the LEA will be given as much notice

as is reasonably possible but in no case less than 30 days written notice.

LEA may terminate this Master Contract or an ISA, by written notice of default to CONTRACTOR, in any one of the following circumstances:

- a. CONTRACTOR fails to perform any duties or obligations within the time specified herein or any written extension thereof granted by LEA;
- b. CONTRACTOR fails to perform so as to endanger performance of this Agreement in accordance with its terms;
- c. CONTRACTOR fails to comply with any of the material terms and conditions of this Agreement. Such termination shall become effective immediately if CONTRACTOR does not cure such failure within a period of twenty (20) days after written notice of default by LEA, unless the required cure cannot reasonably be completed within that time; in such cases, the cure period may be extended by mutual written agreement between LEA and CONTRACTOR;
- d. The other party is declared insolvent or bankrupt, or makes an assignment for the benefit of creditors, or a receiver is appointed or any proceeding is demanded by, for or against the other under any provision of the Federal Bankruptcy Act or any amendment thereof;
- e. In instances where an issue occurs at a nonpublic agency that the LEA determines is an immediate threat to student health or safety or when there is documentation that NPA has been unable to provide services required on IEP/ISA, LEA may terminate a NPA student's ISA and/or reassign student to an alternative NPA without providing 20 days' notice.

Upon termination for contractor default, LEA may procure, upon such terms as it shall deem appropriate, services similar to those so terminated. If the termination is due to the failure of the CONTRACTOR to fulfill its contractual obligations, the LEA may take over the services, and complete the services by contract or otherwise. In such case, the CONTRACTOR shall be liable to the LEA for any reasonable costs or damages occasioned to the LEA thereby. The expense of completing the services, or any other costs or damages otherwise resulting from the failure of the CONTRACTOR to fulfill its obligations, will be charged to the CONTRACTOR and will be deducted by the LEA out of such payments as may be due or may at any time thereafter become due to the CONTRACTOR. If such costs and expenses are in excess of the sum which otherwise would have been payable to the CONTRACTOR, then the CONTRACTOR shall promptly pay the amount of such excess to the LEA upon notice of the excess so due.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of this Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided herein. In instances where an issue occurs at a

nonpublic agency that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that NPA has been unable to provide services required on IEP/ISA, LEA may terminate a NPA student's ISA and/or reassign student to an alternative NPA without providing 20 days' notice.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed, authorized and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

PART I

- A. Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$ 1,000,000 per occurrence
 \$ 500,000 fire damage to rented premises
 \$ 5,000 medical expenses
 \$ 1,000,000 personal & advertising injury
 \$ 2,000,000 general aggregate
 \$ 2,000,000 products/completed operations aggregate

- B. Business Auto Liability Insurance** for all owned, scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required. If CONTRACTOR uses a personal vehicle and travels to/from school sites, between schools and/or to/from student's homes or other locations as approved service location by CHARTER, CONTRACTOR must complete an Automobile Liability Statement verifying compliance with State of California automobile financial responsibility laws.

- C. Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits (CA Labor Code 3700 et seq.)

Part B - Employers Liability - \$1,000,000/\$1,000,000/\$1,000,000

Sole proprietors with no employees are exempt from providing Workers' Compensation and Employers Liability Insurance, but must provide a signed Workers' Compensation Statement.

- D. Errors & Omissions (E & O)/Malpractice (Professional Liability)** coverage, with the following limits:

\$1,000,000 per occurrence
 \$1,000,000 general aggregate

- E. Abuse & Molestation coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional Liability policy by endorsement, or**

extra liability umbrella insurance, with the following limits:

\$1,000,000 per occurrence
\$1,000,000 general aggregate

- (1) One Certificate of Insurance must be issued to the Los Angeles Unified School District. **The Commercial General Liability policy shall name Los Angeles Unified School District and the Board of Education as additional insured.** Los Angeles Unified School District and the Board of Education of the City of Los Angeles, 333 S. Beaudry Ave., 28th Floor, Los Angeles, CA 90017.
- (2) A second Certificate of Insurance must be issued to Camino Nuevo Charter Academy. **The Commercial General Liability policy and the Abuse and Sexual Molestation Coverage shall name Camino Nuevo Charter Academy as additional insured.** Camino Nuevo Charter Academy, PO Box 78999, Los Angeles CA 90016
- (3) Premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR'S obligations under this Master Contract at no additional charge.

F. Any deductibles or self-insured retentions above \$100,000 must be declared to, and approved by the LEA.

Self-insurance

(1) When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self-insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

(2) Programs of self-insurance covering workers' compensation:

An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

G. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnitees).

LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnitees).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If LEA is held to be a partner, shareholder, executive officer, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR shall incorporate pertinent provisions of this Master Contract in all subcontracts where the subcontractor is providing services under the provisions of this Master Contract. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor’s insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificate of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the LEA before the subcontractor’s work commences. The Commercial General Liability and Automobile Liability policies shall name Camino Nuevo Charter Academy, the Los Angeles Unified School District and the Board of Education as additional insured.

Subcontractor's insurer should provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance shall reference the LEA Master Contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide upon request to LEA a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings and/or due process proceedings acting as a student's legal advocate outside of the scope of CONTRACTOR'S role as an educator/service provider of LEA students. Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall not execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a parent of the LEA student is an owner, employee or agent of the NPA or NPS. CONTRACTOR shall endeavor to avoid the assignment of close relatives or cohabitants to work in situations involving the provision of special education and/or related services, excepting parentally-provided transportation, to any LEA student where conflicts of interest could arise. For purposes of this Agreement, close relatives shall be defined as including spouse, sibling, parent, child, or grandchild; cohabitants shall be defined as persons living together. Exceptions to this term can only be made in writing between CONTRACTOR and LEA. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest. This provision does not apply to fundraising efforts to benefit CONTRACTOR.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for new or additional special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR that recommends services for the LEA student that benefits the CONTRACTOR. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the District may, in its discretion, not fund ongoing services provided by the evaluator whose IEE the District agrees to fund.

20. NON-DISCRIMINATION

CONTRACTOR shall comply with all State, Federal and local laws prohibiting discrimination on the basis of race, creed, color, national origin, ancestry, mental or physical disability, medical condition, sex, sexual orientation, gender, gender identity or expression, marital status, age, religion, military service, or any other classification protected by law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of all of the services outlined in the student’s IEP unless CONTRACTOR and LEA agree otherwise in the contract or ISA. (California Education Code section 56366(a)(5)). If student services are provided by a subcontractor (i.e., related services provider), CONTRACTOR shall notify LEA within thirty (30) days if the provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, or facilities for LEA students, as specified in the LEA student’s IEP and ISA. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student’s enrollment under the terms of this Master Contract). CONTRACTOR may not charge an LEA student’s parent(s) for services and/or participation in any educational activities. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge in compliance with *California Education Code § 49011 and Section 5 of Article IX of the California Constitution*.

If an IEP team determines that a student requires an assistive technology device, software, or equipment (collectively “equipment”) which is beyond the scope of equipment necessary for CONTRACTOR to provide the services it has been contracted to provide or which must be used exclusively by the student, it is the LEAs responsibility to provide the equipment listed on that student’s IEP and ISA, and if necessary to provide training on the use of the device or equipment. The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA’s district.

Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student’s receipt of special education and/or related services as specified in the LEA student’s IEP and ISA.

22. GENERAL PROGRAM OF INSTRUCTION

All CONTRACTOR services shall be provided consistent with the area of certification specified by CDE certification and as defined in California Education Code section 56366 *et seq*, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and monitoring of program fidelity to be consistent with state standards; (b) include curriculum that addresses mathematics, literacy and the use of educational, technology and transition services; (c) be consistent with CDE’s standards; (d) provide the services as specified in the LEA student’s IEP and ISA; and, (e) provide the services as specified in the LEA student’s IEP and ISA. LEA students shall have access to: (a) State Board of Education (“SBE”)-adopted, current California standards based curriculum and instructional materials for kindergarten and grades 1 to 8, inclusive; and

provide current California standards based curriculum and instructional materials for grades 9 to 12, inclusive, used by a LEA that contracts with the nonpublic school, consistent with California Education Code §56366.10(b)(1)(B); (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate for students with moderate to severe disabilities who participate in California Alternative Performance Assessment or the California Alternate Assessment, CONTRACTOR shall utilize appropriate curriculum with alternate standards. Applicable students shall have access to the core content, activities, and instructional materials delineated within appropriate curriculum for students using alternate standards. CONTRACTOR's general program of instruction shall be described in writing and a copy shall be provided to LEA prior to the effective date of this Master Contract.

IEP teams for students enrolled in nonpublic schools shall include an annual English Language Development (ELD) Present Level of Performance (PLP) as evidenced by multiple sources of State and school level data, and shall include an annual ELD goal with incremental objectives, for any annual or triennial IEP for English Learners with disabilities who did not increase his/her ELD level in the previous twelve (12) months or whose ELD level has increased but has yet to meet the criteria for reclassification.

When CONTRACTOR serves LEA students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of course requirements that aligns with LEA's course titles, which CONTRACTOR will satisfy for LEA students to graduate or complete LEA's diploma requirements. CONTRACTOR shall not award a high school diploma issued by LEA to LEA students who have not successfully completed all of the LEA's graduation requirements including any exit examination as required by the California Education Code. CONTRACTOR shall assist LEA in its obligations to adhere to foster youth graduation requirements as per AB216 (formerly AB167). LEA students who do not fulfill all LEA diploma requirements shall not be issued a diploma from a NPS utilizing CONTRACTOR's WASC accreditation.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and monitoring of program fidelity to be consistent with LEA and CDE guidelines and certification and be provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services as a related service shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall initially upload the BTP into Welligent. Thereafter upon completion of each new active IEP an updated Behavior Treatment Plan shall be uploaded. In addition, a hard copy of the Behavior Treatment Plan shall be provided to the school site administrator and the classroom teacher(s) no later than five (5) days after uploading the Behavior Treatment Plan into Welligent.

School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a LCI, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver with written and signed authority to make decisions in an emergency during the delivery of services. LCI contractors shall ensure that appropriate and qualified residential or clinical staff members are present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. It is understood and agreed that the parent, guardian, or adult caregiver of a LEA student shall not be deemed by CONTRACTOR to be qualified as a provider for their own student. CONTRACTOR shall provide to LEA a written description of the general program of instruction and/or services provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention Services must have a designated person trained in behavioral assessments, support, and intervention strategies on staff. It is

understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation services nor subcontract for transportation services for LEA students unless the LEA and the CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade levels attending LEA schools, unless otherwise specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

For LEA students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP and ISA, the weekly total number of instructional minutes (excluding breakfast, recess, lunch, and passing time for students on the general education curriculum) shall be at least the minimum specified in Education Code Sections 37254, 41420, 4611046147, and 46307 and in no case less than the amount specified in the IEP.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per fourteen (14) students.

Should CONTRACTOR be unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has a direct impact on the CDE Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one thirty (30) school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such a request shall not be unreasonably denied. Such agreement shall be valid only if it is in writing and signed by both parties.

CONTRACTORS providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

The CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 regular school year ("RSY") days, plus twenty (20) extended school year (ESY) days, as determined by LEA's calendar. If ESY spans the July 4th federal holiday, this date will be included in the 20 total days count but will not be billable. Billable days shall include only those days that are included in the submitted and approved school calendar, and shall not exceed the number of days in LEA's approved

calendar and/or required by the IEP for each LEA student. In the event the LEA adjusts the number school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for CONTRACTOR. In which case, an amended calendar shall be provided by CONTRACTOR for LEA approval. CONTRACTOR shall not change the LEA approved school calendar during the year once submitted, absent extenuating circumstances, in which case CONTRACTOR must submit the reasons for change in writing for prior LEA approval.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA. When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless otherwise specified in the LEA student's IEP and ISA.

26. ELECTRONIC DATA REPORTING

CONTRACTOR shall procure and maintain hardware, equipment, services, software and digital signatures necessary to create a secure connection to LEA networks for the purpose of electronically exchanging student information and billing information with LEA. In accordance with BUL-999.11, Responsible Use Policy (RUP) for district Computer and Network Systems, CONTRACTOR shall agree to follow all LEA domain email address, password and security requirements and also develop and enforce policies to protect any and all confidential information it receives from LEA. CONTRACTOR shall discontinue access to student's electronic files following termination of that student's ISA and/or upon termination by the State of California of CONTRACTOR'S status as a NPS/NPA and/or provider's employment with the NPS/NPA.

CONTRACTOR shall assure that appropriate employee access to Welligent is established and maintained. CONTRACTOR must utilize an approved domain when communicating with the district and all employees must use email accounts with that domain.

In accordance with state and federal law and mandates (False Claims Act (31 U.S.C. sections 3729-3733); Social Security Act (42 U.S.C. section 1396a (a) (68); section 1901(a); Welfare & Institution Code section 14115.75) and the policy of the Los Angeles Unified School District (Federal False Claims Act Policy BUL-4396.0), the CONTRACTOR agrees to comply with the annual training requirements for all personnel, volunteers, subcontractors or any person employed directly or indirectly by it who enter student information and service documentation into the Welligent system. The CONTRACTOR will maintain a roster of personnel, volunteers, subcontractors or any person employed directly or indirectly by it who have completed the Federal False Claims Act training, including the person's name and date of training. Such documentation shall be available upon request by the LEA's Medi-Cal Reimbursement office, Division of Special Education, or state and federal auditors. The LEA reserves the right to conduct random audits of False Claims training documentation and quality of service tracking records; any non-compliance is subject to the provisions of Sections 58 and 61 of this Master Contract.

Within five (5) business days after a written request of LEA, CONTRACTOR shall view, access, and/or transmit identified LEA information electronically. The information may include, without limitation, payment claim information, IEPs, ISAs, pupil records, Medi-Cal monthly service logs ("MSL"), service

tracking system documentation, classroom attendance reporting, Registers of Daily Attendance (“RDA”), and all information described in Sections 32, 36, 56 and 57 of this Master Contract.

All services as delineated in the LEA Student’s IEP/ISA shall be scheduled in Welligent as per timelines specified in Section 6 of this Master Contract. In the event services were not provided, the reason why the services were not provided shall be included in the appropriate electronic data reporting system. In cases of prolonged interruption of access to LEA’s network, an extension of at least ten (10) days will be provided upon CONTRACTOR’S request and approval by an authorized LEA representative to submit and complete requested information.

A supervisor of the providers of designated instruction and related services or an administrator shall utilize Welligent 30-day services reports at least weekly to monitor that services are delivered and documented appropriately.

All nonpublic school and agency service providers who provide designated instruction and related services to LEA student(s) shall complete the “Service Documentation: Quality Assurance Training” module through the LEAs Learning Zone on an annual basis. Written verification of provider completion of such training shall be submitted to the LEA upon request.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow the LEA’s applicable procedures that support Least Restrictive Environment (“LRE”) and/or Dual Enrollment options for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services as well as goals and objectives as necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team’s recommendations to support the transition.

28. STATEWIDE EXAMINATION

When CONTRACTOR is a nonpublic school, per Education Code sections 60640–60649, CONTRACTOR shall be available to administer all statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), achievement and abilities tests (using mutually agreed assessment instruments), the Fitness Gram, and California English Language Development Test (“CELDT”) or English Language Proficiency Assessments for California (ELPAC) as appropriate to student and pursuant to state and federal guidelines. In the event the LEA requests the NPS to assist in administering the assessments, NPS test administrators will be trained by the LEA in the administration of all statewide assessments in accordance with the guidelines of Education Code 56385. Verification of test administration training will be maintained by CONTRACTOR. CONTRACTOR and LEA will follow the training recommendations set forth by the CDE.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested, in accordance with the pupil’s IEP, by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to

CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. LEA MEETINGS AND TRAININGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, current California standards based curriculum, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, Welligent, and state testing. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

LEA will include CONTRACTOR in LEA staff development and training to implement new and revised mandated requirements of the above stated topics which also includes Learning Zone or other equivalent district electronic training programs so that CONTRACTOR can provide staff training independently.

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2 regarding positive behavior interventions. LEA students who exhibit serious behavioral challenges must receive timely and appropriate assessments and positive supports and interventions in accordance with federal law and its implementing regulations. If the individualized education program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a BIP, the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

Pursuant to Education Code section 56521.1 and Title 5 CA Regulations Section 3052(1)(1-8) emergency interventions shall not be used as a substitute for a Behavior Intervention Plan ("BIP"), and instead may only be used to control behavior that is unpredictable and spontaneous. Before emergency interventions may be applied, the behavior must be of the kind that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. For an emergency intervention to be used, the behavior must pose a clear and present danger of serious physical harm to the individual with exceptional needs, or others. Emergency intervention shall not be employed longer than necessary to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall complete a Behavior Emergency Report ("BER") when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others and an emergency intervention has been used to restrain a LEA student. The BER must be completed and submitted to the LEA within twenty-four (24) hours. CONTRACTOR shall notify LEA and Parent within twenty-four (24) hours via telephone. If the student does not have a Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR and LEA shall schedule the IEP team meetings referenced above within two (2) school days. If CONTRACTOR is a nonpublic agency serving students during school hours, CONTRACTOR shall provide school site administration with details of incident for completion of the BER on the same school day. In such cases, district site administrators shall complete the BER, using information provided by the NPA.

CONTRACTOR is required to follow all applicable state and federal laws and regulations regarding behavior. CONTRACTOR shall comply with legal requirements regarding positive behavior interventions including, but not limited to the completion of functional behavior assessments (“FBAs”); the development, implementation, monitoring, supervision, modification, and evaluation of behavior support and treatment plans; and emergency interventions. Behavior Intervention agencies shall, upon request, provide the LEA with all training protocols of Behavior Intervention staff employed by the NPA who do not possess a license, credential, or recognized certificate.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a designated person trained in evidence-based behavior assessments (“FBAs”), support, and intervention strategies. Training includes certification of completion of emergency intervention training. Contractor shall submit the name of the approved emergency intervention training to LEA prior to the beginning of the school year in which it will be used as part of the submitted Application Packet.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding positive behavior interventions and supports (PBIS), emergency interventions, including prohibited behavior interventions, and Behavioral Emergency Reports. CONTRACTOR shall ensure that all of its instructional staff members are trained at least annually in crisis intervention and emergency procedures as related to appropriate behavior support strategies. In addition, if CONTRACTOR is a nonpublic agency providing behavior intervention services, all nonpublic agency behavior intervention implementation (“BII”) providers shall be trained at least annually, in accordance with the program’s annual certification requirements, in a nationally recognized emergency intervention training by a certified instructor. All nonpublic schools shall have a minimum of three (3) persons annually trained in an approved emergency intervention training by a certified instructor, unless an exception is approved by the LEA, whereby no fewer than two (2) persons per site may be trained. Documentation of such annual training shall be made available to LEA upon request.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- a. Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock.
- b. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
- c. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- d. An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
- e. Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
- f. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

- g. An intervention that precludes adequate supervision of the individual.
- h. An intervention that deprives the individual of one or more of his or her senses.

In the case of a student whose behavior impedes the student's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. When CONTRACTOR is a nonpublic school, all suspension regulations shall be adhered to including the reporting of mandatory expulsion offenses to law enforcement.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons (e.g., suspensions), CONTRACTOR shall within 24 hours submit a written suspension report to the LEA. Written suspension reports shall include, but not be limited to: the LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written suspension report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting for any suspension that equals or exceeds 10 cumulative days for the student during any school year. LEA and CONTRACTOR shall notify and invite appropriate members to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting (California Education Code sections 56366(a)(2)(B)(i) and (ii)).

Pursuant to California Education Code section 56345(b)(4), if an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team pursuant to California Education Code Section 56341.5.

Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR, or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. In preparation for IEPs, and upon request with thirty (30) days prior written notice, CONTRACTOR shall provide to LEA academic assessments and written progress reports by related service providers, which include Present Levels of Performance, at least five (5) days in advance of assigned student's Individualized Education Program

(IEP). It is understood that provider attendance at an IEP team meeting and provider electronic documenting of session notes are part of CONTRACTOR's professional responsibility and is not a billable service under this Master Contract.

In accordance with specific criteria defined in the Individuals with Disabilities Education Act (IDEA), an IEP team member may be excused from attending an IEP meeting, in whole or in part, if the parent agrees in writing that the attendance of the member is not necessary because the member's area of the curriculum or related service(s) is not being modified or discussed in the meeting, or when the meeting involves a modification of discussion of the member's area of the curriculum or related services if the parent, in writing, and the public agency agree in writing; and, the member submits in writing to the parent and the IEP team, input into the development of the IEP team prior to the meeting. In such cases, an IEP Team Member Excusal Form shall be completed. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parents, CONTRACTOR and LEA. If no parent or guardian can attend the meeting, the CONTRACTOR with support of LEA shall use other methods to ensure parent or guardian participation, including individual or conference telephone calls. In the event a parent or guardian cannot attend the IEP team meeting either physically or through other methods, a meeting may be conducted without a parent or guardian in attendance. If the CONTRACTOR or LEA is unable to convince the parent or guardian that he or she should attend, CONTRACTOR shall maintain a record in the district's Welligent special education software of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall take appropriate action to assist the parent or guardian in understanding the proceedings during an IEP meeting, including arranging for an interpreter. When CONTRACTOR has a qualified Spanish speaker among its employees, CONTRACTOR will make reasonable efforts to utilize such employees to serve as interpreters during the IEP meetings. District will make its periodic parent interpretation training available to CONTRACTOR'S staff.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the LEA student's IEP for the purposes of consideration of a change in the student's placement Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the pendency of due process proceedings unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall cooperate with LEA decisions concerning changes in placement.

CONTRACTOR shall ensure that internet connectivity is available at their sites to access the Web based IEPs generated and modified using Welligent software or such other software as is designated by the LEA, including the use of My Integrated Student Information System ("MiSiS") for nonpublic school sites. LEA shall provide user access and periodic training on any LEA-specified software.

33. SURROGATE PARENTS AND FOSTER YOUTH

Pursuant to California Government Code section 7579.5, LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

In California, there are special rights afforded to foster youth which are designed to assist foster youth to remain on track for high school graduation. Under Assembly Bills 167/216 ("AB 216"), foster youth, homeless youth, and probation youth who are off track for high school graduation, and transfer after their second year of high school, may be eligible to graduate by completing the minimum state requirements if

they are not reasonably able to complete all school district requirements by the end of their fourth year of high school. The AB216/167 Notification Requirements are as follows: The receiving NPS will consult with the LEA secondary counselor about students who may qualify for AB216/167 upon enrollment at their school. The LEA secondary counselor will determine whether the student is eligible to graduate under AB216 exemption and will notify the NPS of such determination within five to seven days. This determination shall be provided in writing by the LEA secondary counselor to the receiving NPS in the form of a notification letter. The NPS administrator must review the AB216/167 Notification Letter with the educational rights holder and student, including the impact of AB216/167 graduation requirements on admissions to a four-year university. Upon approval and signature of the Notification Letter, the NPS shall forward the AB216/167 Notification Letter to the LEA secondary counselor for further handling.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including resolution meetings, mediations, and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

35. COMPLAINT PROCEDURES

CONTRACTOR shall ensure that the rights of children with disabilities and their parents or guardians are protected in such ways as: (1) prior notice, and consent, (2) access to records, (3) confidentiality, and (4) due process procedures. CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following:

1. Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations sections 4600 *et seq.*;
2. Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960(a);
3. Sexual Harassment Policy California Education Code 231.5(a)(b)(c);
4. Title IX Student Grievance Procedure, Title IX 106.8(a) (d) and 106.9(a); and
5. Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (“HIPPA”).

CONTRACTOR’S written procedures must include description of how school or agency responds to complaints and how the district is notified of complaints and subsequent investigations. Documentation of these procedures shall be made available for review by district personnel on request. CONTRACTOR shall include verification of these procedures in LEA’s Master Contract Application Packet.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least three written progress reports/report cards, per year for elementary students and at least four written progress reports/report cards, per year for secondary students. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR’s place of business and made available upon request of LEA and/or LEA student’s parent(s). CONTRACTOR shall upload a copy of written progress reports/report cards into Welligent for LEA students in every grade level prior to the close of each semester or upon LEA student transfer, or no later than three (3) days thereafter.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objective, progress reporting and the development of present levels of performance. All other assessments shall be provided by the LEA unless the LEA specifies in writing a request for CONTRACTOR assessments including the approved timelines, conditions and fees. Such assessment costs may be approved separately by the LEA at its sole discretion.

The LEA does not require any specific formal assessment for annual reviews. As a best practice, multiple measures should be used when completing progress reports and report cards. When academic assessments are required to prepare for triennial or re-evaluation IEPs, upon request CONTRACTOR may assist LEA in using a mutually agreed upon standardized academic achievement test to assess diploma track students, or a mutually agreed upon standardized alternative assessment for students on alternative curriculum.

CONTRACTOR shall complete academic assessments and related services progress reports of the LEA student five (5) school days prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies. Nonpublic Schools serving LEA students aged fourteen and above shall complete formal comprehensive transition assessments, to include providing reports for all students requiring a transition assessment for individual transition plan (ITP) development in accordance with state and federal law. Supporting documentation such as academic and/or related service test protocols and data collection shall be made available to LEA upon request. CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any academic and/or related service assessments, interviews, or meetings.

For nonpublic agency service delivery, CONTRACTOR shall provide a copy of the written progress reports to the school site administrator. Written progress reports shall also be provided to school site administrator and the classroom teacher(s) at least five (5) days in advance of assigned student's Individualized Education Program (IEP).

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare and provide to the designated staff within the Division of Special Education signed cumulative transcripts, based on its own grades and report cards and transcripts received from other schools, at the close of each semester, or upon LEA student transfer, termination or culmination, for LEA students in grades 9 through 12 inclusive. CONTRACTOR shall submit the information on LEA approved forms to the designated staff within the Division of Special Education, for evaluation of progress toward completion of diploma requirements.

When a student with foster care benefits transfers or is enrolled in CONTRACTOR school, LEA must notify CONTRACTOR of the LEA employee who will determine and make the necessary notifications within thirty (30) days of enrollment or possible qualification for exemption from competing all coursework and other graduation requirements defined in Section 51225.2 or whether the foster care student is reasonably able to complete graduation requirements while he or she remains eligible for foster care benefits.

38. LEA STUDENT CHANGE OF RESIDENCE

Within five (5) business days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA of the LEA student's change of residence and enter such information in student's Welligent Demographics page and, when appropriate, inform the Special Education Service Center-Operations of the need to electronically withdraw student from LEA jurisdiction, as specified in the "PAR" procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence.

CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge of the LEA student's change of residence to a residence outside of LEA's service boundaries and CONTRACTOR fails to follow the procedures specified in this provision and in the "PAR" procedures, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall report electronically or in writing to the LEA within five (5) business days when a LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against educational recommendation from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall confirm such report on LEA approved forms and submit within five (5) business days. Using the Welligent Classroom Management System's attendance codes, CONTRACTOR shall assist LEA to verify and clear potential dropouts three times per year upon request.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms, and LEA student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student counseling visits in their home or at the NPS/RTC. CONTRACTOR shall advise parents to obtain prior written authorization for counseling visits from the CONTRACTOR and Psychological Services Educationally Related Intensive Counseling Services (ERICS) at least thirty (30) days in advance. CONTRACTOR shall facilitate appropriate parent travel and accommodations and providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through documentation in the Welligent Invoicing Module.

41. SERVICES, SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on LEA public school campuses, CONTRACTOR shall comply with Penal Code sections 627.1 *et. seq.*, and LEA procedures regarding visitors to school campuses specified by LEA policy and the procedures of the campus being visited. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of services on LEA public school campuses.

For services provided on a public-school campus, sign in/out procedures shall be followed along with all other procedures for being on campus consistent with school and district policy. It is understood that the public-school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with and not replace the classroom teacher, who shall remain in charge of the instructional program.

CONTRACTORS providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the student or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee

or volunteer associated with the NPS/NPA service provider. All significant problems and/or concerns reported by CONTRACTOR to parents or guardians or from parents or guardians to CONTRACTOR regarding student's instructional program, in either verbal or written form, shall be reported to the LEA. It is understood, that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of this contract.

42. LICENSED CHILDREN'S INSTITUTIONS

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a licensed children's institution (hereinafter referred to as "LCI/NPS"), CONTRACTOR and LEA shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), AB1858, AB40 (Chapter 862, Statutes of 2003). A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA on a quarterly basis, or upon request, a list of all LEA students, including those identified as eligible for special education. For identified special education students, the list shall include: 1) special education eligibility at the time of enrollment; and 2) the educational placement, grade level and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, unless placement is made pursuant to a special education due process proceeding or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement at the NPS associated with an LCI is appropriate, and the IEP is signed in consent by the LEA student's parent or another adult with educational decision-making rights.

43. STATE MEAL PROGRAM MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall cooperate with the LEA to fulfill the LEA's responsibility to satisfy mandates of the State Meal Program under California Education Code sections 49530, 49530.5, and 49550.

44. MONITORING

CONTRACTOR shall allow access by LEA without prior notice to its facilities for periodic monitoring of each LEA student's instructional program and shall be invited to participate in the formal review of each student's progress. LEA shall have access to observe each LEA student at work, observe the instructional setting, monitor administration of state testing, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office.

If CONTRACTOR is also a LCI and/or NPS/RTC, LEA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the current California standards-based curriculum being

employed, and the standard-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall participate in a district Validation Review to be conducted one year prior to the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit the "DVR Preparation Worksheet," and conduct any follow-up or corrective actions related to DVR findings that are in violation of Education Code or other legal mandates.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare a School Accountability Report Card in accordance with California Education Code sections 33126 and 56366(a)(9).

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be entered into Welligent. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly without a Welligent provider account containing this information. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of CONTRACTOR. CONTRACTOR is required to retain the evidence on site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided upon request.

Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.

CONTRACTORS serving in applicable settings shall adhere to SB 792, which prohibits a person from being employed or volunteering at a day care center, including preschools, and extended day facilities, if he or she has not been immunized against Pertussis, Measles, and Influenza. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064, and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that each special education teacher holds a valid non-expired CTC credential authorizing instruction to students with the disabling conditions placed in the teacher's classroom through documentation provided to the CDE (5 CCR 3064(a)). The authorizations of the classroom teacher's credential(s) must align with the eligibilities of all of the students served within the classroom. Any misalignment shall require an IEP team meeting decision as to whether or not the classroom is appropriate to meet the needs of the applicable student(s).

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* Specifically, all paraprofessionals including, but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least 2 years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment, (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

47. VERIFICATION OF LICENSES, CREDENTIALS, AND OTHER DOCUMENTS

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR.

Welligent user accounts shall not be activated or renewed until verification that all required documents and information have been entered by the CONTRACTOR'S administrator or administrative designee.

CONTRACTOR shall upload in Welligent all staff information required to document that CONTRACTOR'S staff members are authorized to provide special education and/or related services. CONTRACTOR shall ensure that all licenses, credentials, permits, certifications, or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired by CONTRACTOR are current and valid with the California Commission on Teacher Credentialing (CTC) and/or other licensing authority. The district shall not approve payment to CONTRACTOR for special education and/or related services specified on a Register of Daily Attendance or Monthly Service Log signed by a staff member whose Welligent user account information is not current (e.g., containing uploaded, current license/credential, TB and DOJ information) until the current information is uploaded.

CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) business days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as required in Welligent. CONTRACTOR shall notify LEA within forty-five (45) business days if any such licenses, certifications, or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The district shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff within forty-five (45) business days may result in suspension or termination of this Master Contract by the LEA or the CDE may suspend or revoke CONTRACTOR'S certification.

Any nonpublic agency per diem Speech and Language or Occupational Therapy service provider must hold a license or credential that does not require supervision by another professional. As such, Speech-Language Pathology Assistant (SLPA) or Occupational Therapy Assistant (COTA) licenses are not sufficient for provision of per diem services and any per diem services provided by holders of such licenses shall not be payable as part of this Master Contract.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage using the Welligent Classroom Management and Attendance Module. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local and LEA laws, regulations, ordinances, and policies regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.* and 49406 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall ensure and provide copies upon request to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, 29 Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a LEA student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code. In addition, contracting nonpublic schools shall comply with Education Code sections 51934 and 51935 when providing HIV/AIDS Prevention education to secondary students.

Pursuant to the requirements of the Drug Free Workplace, U.S. Code, Title 41, Section 701, CONTRACTOR will provide a drug free workplace.

50. FACILITIES AND FACILITIES MODIFICATIONS

The CONTRACTOR will meet the requirements established by or under authority of the laws of the state and applicable city, and/or county ordinances. This includes but is not limited to procurement of the applicable business tax licenses, building permits and health and safety clearances. When CONTRACTOR is a nonpublic school or a nonpublic agency with its own facility, it shall ensure that environmental health, sanitation and other building features are not detrimental to the health and safety of the students and staff. CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. The NPS has emergency disaster drills and written procedures for emergency operations (e.g., earthquake, fire). The NPS will maintain a file or notebook documenting these procedures that shall be made available for review by district personnel on request.

CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required to comply with applicable federal, state, and local laws, regulations and ordinances. Failure to notify the LEA and CDE of any significant structural changes that would directly impact LEA student(s), major modification, or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 and California Code of Regulations when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to the CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR shall ensure appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING, BEHAVIOR EMERGENCY REPORT

CONTRACTOR shall electronically submit within twenty-four (24) hours, accident and/or incident reports to the assigned LEA representative. CONTRACTOR shall properly submit required accident and/or incident reports.

CONTRACTOR shall properly submit required behavioral emergency reports that pertain to incidents involving the use of physical intervention strategies within twenty-four (24) hours to the designated LEA personnel.

53. CHILD ABUSE REPORTING

CONTRACTOR shall annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code sections 11164 *et seq*, AB 1432 and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. CONTRACTOR shall ensure that all nonpublic school and agency providers, volunteers, subcontractors or any person employed directly or indirectly by it, with access to Welligent are trained on the Suspected Child Abuse Reporting requirements, through the LAUSD on-line Child Abuse Awareness Training ("CAAT") at the beginning of each school year. A written assurance acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA upon request.

54. INVESTIGATION OF INCIDENTS OR ALLEGATIONS OF MISCONDUCT

When credible allegations of misconduct, including but not limited to verbal or physical abuse, arise that directly or indirectly threaten or harm LEA students, CONTRACTOR must take appropriate and timely administrative action. Where credible allegations of misconduct are made against CONTRACTOR's personnel, including volunteers, CONTRACTOR will immediately place the individual on leave and deny him or her access to LEA students until such time as the allegations of misconduct are investigated and the individual is cleared of any wrongdoing. If the credible allegations involve a subcontractor, independent contractor or other individual not directly employed with or by CONTRACTOR, CONTRACTOR will immediately cease using the service of that individual and deny the individual access to CONTRACTOR's facility until such time as the allegations of misconduct are investigated and the individual is cleared of any wrong doing at the conclusion of the investigation.

When there are credible allegations that CONTRACTOR's personnel has been involved in misconduct that requires CONTRACTOR to make a legally mandated report to law enforcement by phone, in writing, or in person, the administrator/designee for the CONTRACTOR must inquire as to whether or not conducting an administrative investigation would interfere with their investigation. CONTRACTOR will cooperate with the investigating agency. If law enforcement is not involved, or if a law enforcement agency grants clearance for a concurrent investigation, the administrator/designee for the CONTRACTOR needs to proceed with an administrative investigation, to be completed within thirty (30) working days.

The CONTRACTOR will be responsible for conducting a comprehensive investigation into any credible misconduct allegations before clearing an individual to return to work. LEA must make available to CONTRACTOR all data and access to interview staff relevant to completing a comprehensive investigation. The level of investigation shall be commensurate with the nature and/or complexity of the allegations. If the credible allegations involve sexual molestation/abuse, including as defined by California Penal Code sections 11165.1, 11165.2, 11165.3, 11165.4, 11165.5 and/or 11165.6, CONTRACTOR shall, at its expense, retain the services of an independent investigative agency to timely investigate the allegations of misconduct and provide a written report of findings to CONTRACTOR. CONTRACTOR must select an investigative agency from a list of pre-approved investigators or agencies as provided by the LEA. In the event that a pre-approved list is unavailable, CONTRACTOR must provide the LEA with a list of one or more prospective investigative agencies and obtain the LEA's approval before proceeding with retention of the investigative agency to conduct an investigation.

The Guidelines for Conducting an Administrative Investigation shall include, but not be limited to, the following:

- a. Have a clear understanding of the allegation before commencing the investigation.
- b. Ask clarifying questions and get details about the incident.
- c. Identify potential witnesses and alleged victims in the case.
- d. Identify the alleged suspect(s). Interview the alleged suspect(s) last.
- e. Gather all relevant information.
- f. Have potential witnesses and alleged victims write a statement describing specific details of the incident. Be sure to have them write their full name and date on the statement. If the potential witness or alleged victim is unable to write, have them dictate their statement.
- g. Prepare a report outlining the findings of the administrative investigation.

Upon completion of the investigation and/or receipt of an investigative report, CONTRACTOR must timely share the report and findings with the LEA. Once CONTRACTOR and LEA have received and evaluated the investigative findings, CONTRACTOR must advise LEA in writing of its intention to reinstate the individual or resume utilizing the services of the subcontractor or independent contractor.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints.

CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures. CONTRACTOR shall have a written Employee-to-Student Sexual Abuse and Related Investigation and Notification Policy and will provide a copy to LEA upon request pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, independent contractors, and subcontractors or any person employed directly or indirectly by it are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall ensure that the school or agency has the necessary personnel and financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP for each and every LEA student. CONTRACTOR shall use the codes and rates as delineated in Section 62 and Exhibit A (Rate Schedule) when preparing ISA's and submitting invoice documentation.

CONTRACTOR shall comply with all applicable LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing.

CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and will be governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, using the district's Welligent Classroom Management and Attendance module. Student attendance shall be taken by the classroom teacher on at least a daily basis. Each related service, and services provided by AAs, behavior intervention aides and bus aides shall be recorded using the district's Welligent Service Tracking software module within five (5) school days of the scheduled event. In addition, NPS/RTCs, shall record separately Psychological Services (ERICS) and Room and Board also using the district's Welligent Service Tracking software module within five (5) school days of the scheduled event.

Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline. These standards are typically set by state and national licensing boards).

After the CONTRACTOR has been granted complete access to LEA student in Welligent, Welligent Service Tracking records will be locked ten (10) school days following the provision of services. If the CONTRACTOR does not have complete access to LEA student in Welligent, CONTRACTOR has 10 days after receipt of access to Welligent to complete Service Tracking records. No changes to the records shall be allowed after this period. No payment shall be made for any Service Tracking records that have not been properly entered within this timeline.

In order to be payable, designated instruction and related services shall be recorded in service tracking sessions in no less than fifteen (15) minute increments. A sixty-minute session of related services provision constitutes an hour of service delivery. The time required for providers' documentation of service tracking recording and entering session notes into Welligent is not to be incorporated within this hour.

A supervisor of the providers of designated instruction and related services or an administrator shall utilize Welligent 30-day services reports at least weekly to monitor that services are delivered and documented appropriately.

Original attendance documentation (i.e., Registers of Daily Attendance ("RDA") for the basic education program, service tracking documents, and notes for BIIs and other related services) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of seven (7) years thereafter. Original attendance documentation (i.e., service tracking documents) for AAs and bus aides shall be completed by a site administrator; service tracking session notes are not required and Multiple Service Logs ("MSLs") for these two types of providers are not required to be submitted for payment. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education for related services were provided. Invoices and related documents shall be properly submitted electronically using the district's Welligent software and, in addition, on a LEA form in the manner prescribed by LEA. Initial invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. Should the CONTRACTOR be unable to complete all billing requirements within the 30 days as required, an "Invoice Timeline Extension" request must be submitted for LEA approval. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted invoices prepared and submitted as specified in California Education Code section 56366.5. Upon receipt of prior approval by the LEA of a completed "Invoice Timeline Extension", CONTRACTOR shall correct deficiencies and submit rebilling/retroactive billing/supplemental billing invoices no later than thirty (30) days after the invoice is returned by LEA or the payment is received by the CONTRACTOR. LEA shall pay properly submitted rebilling invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission or initial rebilling/retroactive billing/supplemental billing for any Master Contract fiscal year (July through June) extend beyond sixty (60) days after the close of the fiscal year. However, if CONTRACTOR properly requested access to student file within timelines and was not provided access by LEA to student(s) file in Welligent, or if CONTRACTOR correctly submitted the ISA within designated timelines but LEA did not approve said ISA(s), these timelines will be extended upon submission and approval of an "Invoice Timeline Extension" request. Late invoices shall not be processed by LEA without an approved timeline extension request.

Invoices received for a closed fiscal year beyond the sixty (60) day period will be returned unpaid and shall be removed from then nonpublic school or agency's accounts receivable. Exceptions to the above must be requested in writing and approved by the Division of Special Education.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (c) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by Section 57; (d) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (e) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (f) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) school days of such confirmation; (g) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; (h) students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A"; or (i) service tracking documentation in Welligent does not meet professional standards as described in section six of this contract.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of this Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the first paragraph of this Section are as follows: (a) the billable amount of the service CONTRACTOR failed to perform or failed to document properly and completely in Welligent; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student. LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services in Welligent, as described below. After the CONTRACTOR has been granted complete access to LEA student in Welligent, Welligent Service Tracking records will be locked ten (10) school days following the provision of services. If the CONTRACTOR does not have complete access to LEA student in Welligent, CONTRACTOR has 10 days after receipt of access to Welligent to complete Service Tracking records. No changes to the records will be allowed after this period. No payment shall be made for any Service Tracking records that have not been properly entered within this timeline.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a district IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

Completion of such compensatory services shall be documented in the Welligent Service Tracking module, if LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to rebut LEA's bases for withholding, correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to respond to or to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

After forty-five (45) business days: the CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within thirty (30) business days.

This shall be the final LEA determination regarding the withholding of payment. If CONTRACTOR is dissatisfied with the LEA determination, CONTRACTOR may appeal the dispute in accordance with applicable administrative procedures or seek declaratory relief subject to any claims presentation requirement.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage using the Welligent Classroom Management and Attendance Module. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide documentation in Welligent, using appropriate Welligent session codes, and following delineated allowable and non-allowable "make-up" parameters. "Make-up" services shall be provided by a qualified service provider within thirty (30) days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP. The duration of the make-up session shall equal the duration of the missed session being made up; make-up sessions may not be spread out over multiple sessions.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10) cumulative day of a LEA student's unexcused absence and as specified in California Education Code section 48203, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

LEA STUDENT ABSENCE

Whenever a student is absent with CONTRACTOR assigned to provide Behavior Intervention Services, payment shall be for a minimum of six (6) hours of services unless the CONTRACTOR receives a minimum of 24 hours' notice prior to the cancellation; service provision less than a six (6) hour day, including Extended School Year ("ESY"), shall be prorated. If LEA chooses to utilize CONTRACTOR for other purposes during the time when their assigned student is absent, it must be within the scope and area of expertise given their position and related training. If CONTRACTOR providing Behavior Intervention Services is assigned to support with academic tasks, it must be under the close supervision of a qualified and/or credentialed provider and that does not require additional training or certification.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified substitute as defined in Section seven of this agreement. If a qualified substitute is not available, LEA will provide appropriate coverage. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) days from the date on which the services should have been provided. The duration of the make-up session shall equal the duration of the missed session being made up; make-up sessions may not be spread out over multiple sessions.

In the event of provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make-up. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event of a Behavior Intervention Implementer being absent for any reason, CONTRACTOR will put forth their best efforts to procure a substitute for the day in to fill the absence, but CONTRACTOR cannot guarantee a substitute will be assigned to the relevant student. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence or refusal of service of an LEA student no later than the fifth (5) consecutive service day of the student's absence or refusal of services. Unless otherwise stipulated in the LEA student's IEP, or authorized by a LEA representative, LEA shall not be responsible for the payment of services when a student is absent or refuses services and student is not eligible for make-up services. In the event services were not provided, reasons for why the services were not provided shall be included.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures, programs and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of services provided through Adult Assistance (herein after referred to as "AA"), behavior intervention aides, and bus aides; absence verification records; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; and other documents evidencing financial expenditures related to LEA students; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA.

CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at reasonable times and without charge. All records shall be provided to LEA within five (5) business days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, it shall be provided in a format that is accessible and readable by current software utilized by the LEA.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's overbilling or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's overbilling and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment. CONTRACTOR may appeal the dispute to the degree appeal is afforded by law.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of contracted LEA students that may be enrolled and the maximum dollar amount of the contract, based upon CDE certification capacity and current district need. It may also limit the maximum number of contracted LEA students that can be provided specific

services. Any amended rate schedule issued by the district throughout the Contract year shall serve as an addendum to the Contract and replace the rate schedule that was previously issued. Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A, attached hereto. Group services may be billed for all scheduled students provided a minimum of two LEA students were present and served in the group service and Welligent Service Tracking groups have been established in advance. The maximum student group size for Additional Adult Assistance and Bus Assistant is four LEA students. The maximum student group size for all other DIS or related services is six LEA students, unless otherwise stipulated in CONTRACTOR'S rate page ("Exhibit A"). Payment shall not be made for provision of DIS or related services to LEA group members who exceed allowable group sizes. Payment for absences in group sessions, as described above, shall be limited to two consecutive missed sessions since the last session that student attended. (Should only one student be present in a previously scheduled group of students, the district shall pay the group rate for the one present student only.) Service tracking groups shall consist of delivery of one related service only. Students who are eligible for differing related services shall not be served within a combined group; any services provided within combined groups will not be payable. If the provider cancels the group session and reschedules the session as an individual session for the applicable student, the district shall pay the individual rate, as per CONTRACTOR'S rate schedule, for the one present student. Absent students may not be rescheduled or rebilled. Absences and make-up sessions shall be electronically documented, using appropriate Welligent session codes, and following delineated allowable and non-allowable "make-up" parameters.

When CONTRACTOR is a nonpublic agency providing Per Diem Services of Occupational Therapy, Language and Speech, or Physical Therapy, payment shall be for a minimum of six hours of direct service and a maximum of two hours of indirect service. Services for less than an 8-hour day, including ESY, shall be prorated. School site and caseload assignments and adjustments are made at the sole discretion of the LEA. If a per diem service provider leaves an assignment within the LEA and/or resigns prior to completing the contract year of service, the nonpublic agency shall be financially responsible for the service provider's time spent in district training.

When CONTRACTOR is a nonpublic agency providing Per Diem Services of Behavior Intervention Services, payment shall be for a minimum of six (6) hours of services; service provision less than a six (6) hour day, including Extended School Year ("ESY"), shall be prorated.

When CONTRACTOR is a nonpublic agency providing Per Diem Services of nursing services, payment shall be for a minimum of six (6) hours and a maximum of eight (8) hours of service per day; service provision less than a six (6) hour day or in excess of an eight (8) hour day, including ESY, shall be paid at a different hourly rate.

Services provided to students during ESY are payable as one month total. [For example, an ESY session (20-days) that is provided during the month of June and July will be payable as one month for the total ESY session.] Additionally, when the LEA RSY calendar days contain a partial month (e.g., June), the total minutes of services delivered to students, and corresponding designated minutes on students' ISAs, will be prorated, with the exception of when services are indicated as "one time per month" on student's IEP.

Payment for Basic Education ("BE") is based on positive attendance only (RSY: up to 180 days maximum/ESY: up to 20 days maximum). CONTRACTOR shall bill all transportation services from the flat per diem rate. In the event that a parent transports a student from home to school, CONTRACTOR shall pay parent transportation reimbursement at the district reimbursement rate of fifty-six cents (\$0.56) per mile for up to one round trip from home to school from the per diem transportation rate. When

CONTRACTOR is a nonpublic school, payment for related services may only occur on days of positive student attendance at the NPS. It is understood that the BE rate consists of one special education teacher in the classroom.

When CONTRACTOR is a nonpublic school associated with a residential treatment center (NPS/RTC), Psychological Services/Educationally Related Intensive Counseling Services (ERICs) are provided in an intensive, educationally related residential setting. Services include social emotional/behavior support, as appropriate. Services are available twenty-four (24) hours each day the program is open. It is a collaborative model where supports and services are provided by educational professionals and related service providers. Psychological Service (ERICs) and Room and Board payments are based on Positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of ten (10) days payment per student, per contract year, when a bed is unoccupied, for home visits of a counseling nature. When a student for whom LEA is paying room and board has been absent for more than ten days from the NPS/RTC, CONTRACTOR shall request an IEP team meeting to determine the appropriateness of placement.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- a. The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal Agency, and
- b. Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. INTEGRATION OF SCHEDULES AND EXHIBITS

All exhibits and schedules referenced in this Master Contract are an integral part of this Master Contract and are deemed incorporated by reference herein.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1 day of July 2024 and terminates at 5:00 P.M. on 30th day of June, 2025, unless sooner terminated as provided herein.

EXHIBIT A

DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES

- A. **Rate Changes:** The typical rates we charge are subject to additional mid-year increases in the event that SUTA, FICA, FUTA, or other relevant taxes are increased by the governing body who oversees these taxes. In the event that such increases occur, Sincere Behavioral Solutions LLC will increase the typical rates in accordance with the amount of tax that is increased and without any additional profits to our Agency.
- B. **Cancellations/reporting pay:** For all special education service visits, there is a one-hour minimum to be applied if we are not informed of the change in schedule at least 24 hours in advance of the change.
- C. **Minimum Billing:** All services at SBS have minimum billing requirements. Please see below for minimum billing requirements.
- D. **Breaks and Rest Periods:** LEA agrees to schedule and supervise all SBS staff while on assignment with client and provide CONTRACTOR with all meal period and rest breaks in accordance with the law. LEA shall reimburse CONTRACTOR for any costs, including penalties, incurred by CONTRACTOR should LEA fail to adhere to the legal requirements per California Labor Code.
- E. **Rates:** The below listed rates will be effective for all staff within the SBS organization. Overtime, failure to provide lunch breaks, or failure to provide rest breaks are subject to 1.5x the hourly rate for the relevant assignment that is affected. Additionally, any situations of double overtime (i.e., over 12 worked hours in the same day) is subject to 2x hourly rate.

Services	Provider			Cost and Duration	Number of sessions per wk/mo/yr	Max # of Sessions		Estimated Maximum Total Cost for Contract Period
	LEA	NPS	NPA			RSY	ESY	
A. Basic Education								
B. Related Services								
1. Behavior Analyst/BID (BCBA)			X	\$111.00 per hour				
2. IEP Prep & Attendance			X	\$111.00 per hour				
3. Behavior Intervention Consulting and Training (BCBA)			X	\$111.00 per hour				

4.	504/Non-IEP support (BCBA with approval of LEA)		X	\$111.00 per hour			
5.	Behavior Implementation Interventionist (CPI-trained)		X	\$43.50 per hour			
6.	Behavior Implementation Interventionist (Non-CPI Trained)		X	\$41.50 per hour			
				TOTAL ESTIMATED COST:			

Sincere Behavior Solutions Special Education/General Education Provider and Support Staff Rates (Minimum visit rates apply only to direct/on-site services)	Hourly Rate	Minimum Billing Increments
Behavior Intervention Developer (BID)	\$111.00	<ul style="list-style-type: none"> • 1 hour for IEPs and all other virtual meetings/services including consult. • 1.5 hours for direct services
Consult from BID	\$111.00	
Functional Behavior Assessment (BCBA required)	\$111.00	
Behavior Implementation Interventionist (CPI-trained)	\$43.50	<ul style="list-style-type: none"> • 4 hours
Behavior Implementation Interventionist (Non-CPI Trained)	\$41.50	

Notes: The hours and services listed above are subject to change due to any of the following:

- Reduction in hours due to distance learning if schools are closed.
- Increase in hours per updated IEP or upon additional support requested from LEA representatives/authorized agents.
- BID Services:
 - Total estimated cost is subject to change based on prescribed service amounts listed for assigned students within the current active IEP(s)
 - For every direct hour assigned there is approximately one hour of additional indirect work for related tasks (e.g., Session notes/Welligent, communication, data analysis, data entry, planning/scheduling, BII and staff support, etc.)

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the **July 1, 2024** and terminates at 5:00 P.M. on **June 30th, 2025**, unless sooner terminated as provide herein.

Notices to CONTRACTOR shall be addressed to:		
Joanne Pham, CEO		
Name		
Sincere Behavioral Solutions LLC		
Nonpublic School/Agency/Related Service Provider		
25820 Skylark Drive		
Address		
Torrance	CA	90505
City	State	Zip
(310) 800-7188		
Phone		
sincerebehavioralsolutions@gmail.com		
Email		
Signature		Date

LEA/CHARTER

Camino Nuevo Charter Academy		
	Signature	Date
	Rachel Hazelhurst	
	Chief Academic Officer	
	3435 West Temple Street	
	Address	
	Los Angeles	CA 90026
	City	State Zip
(213)272-2819	Rachel.Hazelhurst@caminonuevo.org	
Phone	Email	

Coversheet

Attendance & Enrollment Updates

Section: VI. School and Academic Updates
Item: A. Attendance & Enrollment Updates
Purpose: Discuss
Submitted by:
Related Material: Attendance Update June Board Meeting.pdf
June 2024 Board Enrollment update.pdf



Quarter 4

Attendance Update

2023 - 2024
School Year



Average Daily Attendance (ADA)

Quarter 1	Quarter 2	Quarter 3	Quarter 4
8/8 - 10/6/23	10/9 - 12/15/23	1/9- 3/22/24	3/25-6/7/2024 (Q4 ends on 6/14/2024)

Month	BUR	CAS	CIS	DAL	EIS	KAY
Q1	95.51%	91.65%	92.27%	93.23%	93.58%	92.69%
Q2	94.96%	90.66%	90.45%	92.92%	92.17%	92.23%
Q3	93.74%	90.00%	90.43%	91.81%	90.85%	91.08%
Q4	94.05%	92.14%	92.40%	92.54%	92.87%	92.71%



Planning for the 24-25 School Year



Org-Wide Historical Data

2021-2022 School Year		2022-2023 School Year		2023-2024 School Year
87.65%	+2.19	89.84%	+2.44	92.28%*

2024-2025 School Year

94% ADA Goal for our CNCA Organization



Summer Planning

- **APSS Professional Development**
 - Focus on Strategic Attendance Goal Planning
 - Codified Guidance and Support for School Sites
- ***Design Phase of an Attendance Ambassador Program***
 - Last year we focused on aligning our practices at our school sites
 - This year, we would like to focus on developing our teacher and family supports



Questions or Comments



SY 2023-2024 June Enrollment Update

20 años

Camino
Nuevo
Charter
Academy



Powered by BoardOnTrack

Crystal Day

Director of Strategic Enrollment

Data pulled: June 7, 2024



Enrollment Goals

To be fully enrolled in all schools and grades

or

7% increase in school-site applications



School Site | Current Enrollment in June– 2 year comp.

23/24 Enrollment June 7, 2024 to June 9, 2023	Original Budget	Update Budget	PS before Day 1	Current	Last Year	Difference LY and TY	% to Budget Current Enrollment to Updated Budget
BUR	602	604	612	602	605	-3	99.67%
KAY	708	692	724	691	668	23	99.86%
CAS	456	438	453	459	468	-9	104.79%
EIS	270	276	286	271	264	7	98.19%
CIS	510	500	509	507	512	-5	101.40%
DAL	509	492	524	486	462	24	98.78%
CNCA	3055	3002	3108	3016	2979	37	\$577,200.00

Overall – CNCA is serving 37 students more than last year, 14 over the updated budget target, 39 below the original target. All schools either exceeded original or updated budget or last year’s enrolment.



Intentional Areas of Focus and Strategies

1. **Recruitment Strategies– KAY, CAS, and CIS – recruiting to fill gaps**
 - “Camino in the Community” – attending community events, grocery store tabling, and canvassing
 - 3-Part Summer Series: Bilingual Storytime at Pico Union Project
 - Pico de Mayo fair with faculty
 - Backpack Giveaway
 - Preschool and Daycare outreach to build a collective that’s mutually beneficial
 - Digital Media Marketing (online ads) for leads and events
2. **Retention Strategies – BUR, KAY, CAS, EIS, CIS, and DAL**
 - “Experience the Grades” at KAY and “Campus Tour with Leadership” at CIS
 - Moving orientations up sooner and creating a MS Parent Workshop Series
 - Summer @ CNCA
 - 9TH Grade Summer Bridge
3. **Yield Strategies – all schools – relationship-based and driven by proactive communication**
 - Park Playdates and 6th Grade Ice Cream Social
 - Summer @ CNCA
 - 9th Grade Events each month- course selection, summer program and orientation
 - Strategic Communication – Virtual “**Welcome Packet**” for each school
 - Building trust with proactive communication
 - July “welcome back to school” postcard -- connectivity between attendance and enrollment

CNCA KAYNE SIART
TK & Kinder
Park Playdate
 Saturday, May 18 at 1PM
 at Shatto Park

Join new, returning, and interested families for an afternoon playdate at Shatto Park. Feel free to bring a friend if they are interested in enrolling in Camino, too!

Scan the QR code to sign up today!

20 años Camino Nuevo Charter Academy





School Site | Applications – 2 year history

Applications by School	Jun. 7, 2024	Jun. 9, 2023	Difference	%
BUR	300	293	7	2.39%
KAY	310	288	22	7.64%
CAS	171	169	2	1.18%
EIS	107	107	0	0.00%
CIS	193	161	32	19.88%
DAL	372	352	20	5.68%
	1453	1370	83	6.06%

Applications by Grad Span	Jun. 7, 2024	Jun. 9, 2023	Difference	%
TK	216	203	13	6.40%
Kinder	237	261	-24	-9.20%
1st to 5th	304	268	36	13.43%
6th to 8th	324	286	38	13.29%
9th	347	313	34	10.86%
	1428	1331	97	7.29%

Overall – CNCA has gotten 52 more applications this year compared to last year, specifically, applications have increased for all schools except for Castellanos. When looking at the grade span distribution, we are seeing a sharp decline in Kinder applications. Interested remains high in all other entry points. Full TK classes will support our ability to maximize our Kindergarten classes. A big victory is seeing a > 14% increase in applications for Cisneros.



School Site | Estimated Enrollment Forecast = 2 year comp

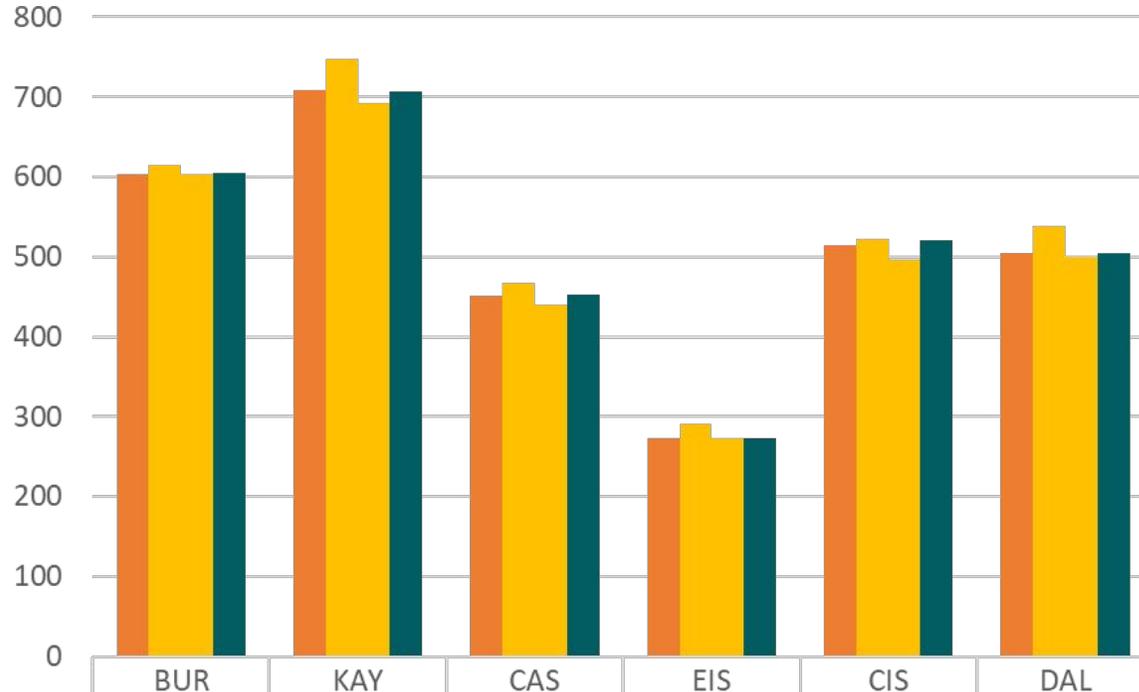
ESTIMATED ENROLLMENT FOR 24/25 -- NEW AND RETURNING										
BUR	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	555	603	541	73	0	614	101.83%	10	167
	6/7/2023	555	602	541	77	0	618	102.16%	10	152
			0		-4	0	-4	-0.33%	0	15
KAY	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	696	709	589	159	3	748	99.86%	56	25
	6/7/2023	696	708	578	150	2	728	99.86%	41	32
			11		9	1	20	0.00%	15	-7
CAS	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	529	451	365	103	6	468	90.76%	28	0
	6/7/2023	529	476	371	94	1	465	91.39%	28	0
			-6		9	5	3	-0.63%	0	0
EIS	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	360	273	266	24	0	290	107.41%	17	54
	6/7/2023	360	270	253	35	1	288	107.41%	21	33
			13		-11	-1	2	0.00%	-4	21
CIS	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	678	515	421	102	4	523	98.43%	27	0
	6/7/2023	678	524	447	73	2	520	94.08%	27	0
			-26		29	2	3	4.35%	0	0
DAL	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	460	505	376	163	3	539	107.48%	40	69
	6/7/2023	460	508	361	171	0	532	104.53%	31	9
			15		-8	3	7	2.95%	9	60
CNCA	Charter	Target	Returning	Accepted	Pending Offers	Est Enrollment	% Enrolled	Est. Attrition	Waitlist	
	6/7/2024	3278	3056	2558	624	16	3182	97.07%	178	315
	6/7/2023	3278	3088	2551	600	6	3151	96.13%	158	226
			7	24		10	31	0.95%	20	89

Notes

- **BUR** – Steady enrollment and interest with growing waitlist – the dip in est enrollment to due to a reduction in TK class size compared to last year
- **KAY** – Estimated enrollment is 20 higher than last year with two TK classes, and a waitlist in TK, 3rd, and 6th. We will see mixed classes in Kinder- 2nd. We increased the estimated attrition due to mobility trends for KAY.
- **CAS**- While applications were on a decline, they have picked back up. We have focused on innovative recruitment for CAS. New students are now exceeding last year and filling the gap.
- **EIS**- Steady enrollment and interest with growing waitlist
- **CIS**- The 23/24 enrollment reduction impacted the # of returning students, but interest has increased giving us a higher estimated enrollment for next year
- **DAL**- Steady enrollment and interest with growing waitlist
- **Focus Areas**– securing registration and re-enrollment while recruiting to fill gaps at KAY, CAS, and CIS.
- **Overall**– Our estimated enrollment is 31 students higher than last year



24/25 Target, New/Returning Students, Attrition Assumption, and Enrollment Projection



	BUR	KAY	CAS	EIS	CIS	DAL
Target	603	709	451	273	515	505
New + Returning	614	748	468	290	523	539
New + Returning minus attrition	604	692	440	273	496	499
Projection	605	707	452	273	520	505

OBSERVATIONS

- Projection: 3062
- Target: 3056
- Historically, we lose an average of 170 students on day 1– we over enroll based on an attrition assumption of 178 students (we increased this assumptions from past years)
- 6 of the 6 schools are overenrolled based on the target – we still need to continue to recruit given the attrition – linked to mobility, moving, and no-shows
- With considering attrition, we can forecast that:
 - BUR, EIS, and DAL will meet enrollment targets and have a waitlist
 - KAY, CIS, and CAS are tracking better than last year, but recruitment and yield tactics are in place to best position the schools
- **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

Questions



**Camino
Nuevo
Charter
Academy**

Coversheet

Graduating Seniors Update

Section: VI. School and Academic Updates
Item: B. Graduating Seniors Update
Purpose: Discuss
Submitted by:
Related Material: Class of 2024-Update.pdf



COLLEGE ACCEPTANCES

1. 4-Year College Acceptance Rate - 77.6%
2. Students Attending 4-Year Institutions - 38.3%
3. Students Attending 2-Year Institutions - 46.4%
4. Combined Total - 84.7%



CLASS OF 2024

- 94% of our seniors submitted applications to four-year colleges and universities
 - Private Universities - 5%, UC's - 35%, and CSU's - 94%
- Our students have been accepted to:
 - California State University:
 - Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Luis Obispo, San Marcos
 - University of California
 - Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz
 - Private Institutions
 - Cal Lutheran, Chowan, Fordham, Loyola Marymount, Middlebury, Mount St. Mary's, Occidental, Redlands, Smith, University of La Verne, Vanguard, Wesleyan



COMMUNITY COLLEGE

ODALIS RAMIREZ



"I am heading to Santa Monica City College this fall. I was accepted to Cal Poly Pomona, Cal State Northridge, and Cal State Fullerton. I was also waitlisted at UC Davis and Cal State Long Beach. Although I planned to go away for college, I am excited to go to community college. I am confident that I will still be able to achieve my long-term goals by starting my college journey at Santa Monica City College. My goal is to work on completing transfer requirements for two years and then transferring to a 4-year to major in Psychology. I've always known that I wanted to go into a profession that will allow me to help others. When I was going through a rough patch with my mental health, I was able to seek therapy. My therapist helped me and was there when I needed it help the most. I want to be able to provide a safe space and give people a feeling of relief the way my therapist did for me."



CAL STATE YANELY GUILLEN

"I decided to attend CSU Bakersfield this fall. I am confident about moving hours away from my home in Los Angeles to pursue my long-term goal of earning a bachelor's degree. I am a bit nervous about having to be on my own, but excited about the thought of being independent.

I applied as a nursing major because I've always liked helping people. In my opinion, money isn't everything when it comes to choosing a rewarding career. I am also considering music as a minor, as it has been a big influence in my life. I want to be able to help people that are struggling through music. I've always been passionate about wanting to help people, especially those who are in need of extra care and attention."





UC

JUSTIN MARTINEZ

"I will be attending UC Irvine this fall and majoring in Biology. My long-term goal is to unlock a pathway into nursing, residency, and, ultimately, specialize in dermatology.

I'm scared about going to college, but that fear doesn't compare to the excitement and anticipation I feel about becoming a student at UCI. It will change every habit and schedule I've had for the past 18 years, but I know I am ready to take on this next step and work through the challenges that may come my way.

My inspiration to pursue Biology and, eventually, dermatology is personal. Throughout my academic career, I've had exceptional science teachers that have awoken a passion in me for the sciences. I've visited many dermatologists in my lifetime, and some doctors have been exceptional but others, not so much. I want to be part of the exceptional few who can actually help those like me who are being afflicted by a horrible condition, one that makes it impossible to move, sleep, and merely LIVE comfortably. Becoming a dermatologist is an extremely personal goal for me and one that I am fully committing to.



Coversheet

ExEd Contract Approval

Section: VII. Contracts
Item: A. ExEd Contract Approval
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo - ExED Agreement 24-25 and 25-26.pdf

EXCELLENT EDUCATION DEVELOPMENT MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This Management and Accounting Services Agreement (the “Agreement”) is entered into as of the 30th day of June 2024 (the “Effective Date”) by Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development, a California nonprofit public benefit corporation (“ExED”), with reference to the following facts:

BACKGROUND

ExED is a non-profit organization that exists to advance the purpose of giving every child access to an excellent public education that opens the doors to opportunity and provides a pathway out of poverty for those in need.

ExED will support Client with an articulated suite of services (defined as the “Services below”) at a fixed monthly price to fulfill Client’s need for the financial expertise, skills and integrity required to operate at the highest level.

In furtherance of Client’s long-term financial and organizational initiatives, ExED may make additional services available based upon the periodic or specific needs of Client an in accordance with an agreed upon fee for such additional services.

ExED is driven to help Client create efficiencies and implement sound business practices that will allow Client’s leadership to direct more of their time and energy to the classroom.

ExED’s expectation is that Client will observe the highest standards in its governance and management, and that it will dedicate itself to delivering a high-quality education to its students.

ExED believes in sustained collaboration on Client’s work and has structured this management agreement to provide services for period that is longer than a single school year. During the initial school year covered by this Agreement, ExED will begin providing Client with services as of the Effective Date. Subsequently, this Agreement will renew and extend for one-year periods, beginning next year, as described in more detail below. This structure allows ExED to attend to financial matters such as closing financial statements and audits that occur in subsequent school or fiscal years, and to prepare budgets for use in forthcoming years. This structure also offers consistency and predictability to ExED and Client and their respective staffs and governing boards.

Now therefore, in consideration of the premises, and of the mutual covenants and conditions contained herein, Client and ExED agree as follows:

1. **DEFINITIONS.**

The following terms will have the meanings ascribed to them herein:

- a. “ADA” means the average daily attendance, reported as required by the California Department of Education, which must be filed by the Client with the State of California in accordance with applicable laws and regulations.
- b. “Additional Services” means any supplemental services to be provided by ExED at request of Client. If Additional Services are part of this Agreement, they are described in a Schedule entitled “Additional Services Scope of Work to be Performed by ExED” and attached hereto. Additional Services supplement the Basic Services provided by ExED under this Agreement.
- c. “Affiliate” means nonprofit corporations or limited liability companies that are controlled by or under common control with Client. In this Agreement, the following corporation(s) or limited liability companies are Affiliates of Client: Pueblo Nuevo Education and Development Group and Grupo Nuevo Los Angeles.
- d. “Auditor” means an independent certified public accountant selected by Client to prepare annual audited financial statements for Client, as required by California Education Code 41020.
- e. “Basic Services” means the services provided by ExED as selected by Client and described in Schedule A.
- f. “Board” means the governing body of the Client.
- g. “Budget” means the current and future budgets of the Client prepared by ExED in coordination with the Client as described in this Agreement and adopted by the Board.
- h. “California Department of Education” means The California Department of Education, which is the governmental agency within the State of California that oversees public education.
- i. “Categorical Funding Applications” means State funding programs for which the Client may be eligible and apply for and not included within the Local Control Funding Formula (LCFF).
- j. “Chartering Authority” means the local school district or county office of education or state board of education that has issued a charter to Client to operate a School.
- k. “Client Administrator” means one or more Client staff or Board member(s) in leadership positions authorized to work with ExED with respect to the services outlined in this Agreement. Unless otherwise notified in writing, the Client Administrator herein shall be (i) the chief executive officer, executive director or equivalent, (ii) the presiding officer of the Board, and (iii) the principal or head of school for matters pertaining to any specific School operated by Client.
- l. “Confidential Information” means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without

limitation, information acquired from a student information systems used to maintain individual-level data (including student demographics, course data, discipline, assessments, staff demographics, staff assignments), financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of Client and ExED under this Agreement.

Confidential Information does not include information that: (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party, or through any violation of law or contract becomes generally known or available; (b) is known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.

- m. “Effective Date Year” means the calendar year in which the Effective Date occurs.
- n. “Fiscal Year” means the accounting period between July 1 and June 30.
- o. “myExED Portal” means the ExED client portal (myexed.org) and the associated applications made available to select Client staff via this website.
- p. “Notice of Non-Renewal” means written notice from Client, substantially in the form attached hereto as Exhibit 2, delivered to ExED no later than 60 days from delivery by ExED of a Notice of Terms Supplement, that Client will not be renewing ExED’s Services under this Agreement for the coming Fiscal Year.
- q. “Notice of Terms Supplement” means written notice from ExED, substantially in the form attached hereto as Exhibit 1, and delivered to Client no later than May 1 of each year following the Effective Date Year.
- r. “P-1/P-2/P-3/Annual” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.
- s. “Payroll Provider” means the third-party human capital management software provider (e.g., Paychex or Paycom) that Client has contracted with to provide payroll processing and other human resource services.
- t. “Proprietary Property of ExED” means all right, title and interest in and to the materials and systems developed and used by ExED in the performance of the Agreement including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by ExED in the furtherance of

its operations and in performance of its obligations under this Agreement. Proprietary Property also includes ExED work product, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts and summaries thereof that do not contain or embody Client's Confidential Information. Proprietary Property includes "ExED Core Business Components," defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to ExED's primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody Client's Confidential Information. Proprietary Property also includes "ExED Knowledge Capital," which means ExED materials existing prior to commencement of the Agreement, or developed outside the scope of the Agreement, that are proprietary to ExED, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and modifications are developed as part of the Agreement.

- u. "School" means each charter school that Client has been authorized to operate by a Chartering Authority, which is actually operated by Client and included in the scope of the Services described herein.
- v. "Services" means the Basic Services and any Additional Services agreed upon by the parties as further described in Schedule A and additional Schedules (if applicable) attached hereto.
- w. "Standard Financial Reports" means the financial reports prepared by ExED for Client Administrators or the Board. See Schedule A for a list of reports included.
- x. "State Budget" means the current budget of the State of California as approved and signed by the Governor of the State of California for the current Fiscal Year.
- y. "Term" means the period of time during which this Agreement is in effect between the parties, which shall commence as of the Effective Date (or, if the Client and ExED have an existing service agreement in effect on Effective Date, the date immediately after the expiration of such existing service agreement), and terminated upon receipt by ExED of the Client's Notice of Non-Renewal, unless and until earlier terminated in accordance with the terms and conditions hereof, and subject to any provisions which, by their express terms, survive expiration or termination of the Agreement.

2. THE SERVICES

- a. Basic Services. During the Term of this Agreement, ExED will provide Client with the Basic Services described on Schedule A. ExED shall provide Client a non-exclusive, non-assignable license to use the Proprietary Property of ExED solely for Client operations, at no additional cost, during the Term of this Agreement. Client specifically acknowledges that the Services do not include any services not specifically included on Schedule A (or additional schedules which outline Additional Services), including without limitation, those services expressly listed as Exclusions therein.
- b. Additional Services. Client may request ExED to provide additional Services. If ExED agrees to provide Additional Services, the Additional Services will be described in detail in a separate Schedule to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Services will be adjusted as described in the separate schedule.
- c. Prior Term Services. Client may request ExED to provide services pertaining to a period prior to the Term of the Agreement or to prior Fiscal Years under Agreement (which request (i) is made to ExED after May 15th following the applicable Fiscal Year end, and (ii) not the result of ExED's default in the provision of such Services) ("Retroactive Services"). If ExED agrees to provide Retroactive Services, the services will be described in a separate schedule to be added to this Agreement as Schedule B and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Retroactive Services will be adjusted as described in that Schedule. For purposes of this Agreement, Retroactive Services shall be deemed to be Additional Services.
- d. Services to Affiliates. ExED does not provide any services to Affiliates of Client under this Agreement. Client shall cause its Affiliates to engage ExED for a separate scope of services or shall manage the financial affairs of its Affiliates without ExED assistance. If ExED has been engaged by one or more Affiliates to provide services, and Client has been designated to pay for such services (in lieu of paying higher rent, otherwise required for the Affiliate to pay directly, for example), Client agrees that ExED fees for such services will be billed to and due from Client. This direct billing and payment arrangement will be described in a separate agreement between ExED, the Client and the Affiliate, or, at ExED's election, a separate schedule to be added to this Agreement and signed by authorized representatives of both parties. Any termination or modification (including, without limitation through a Notice of Non-Renewal or Notices of Terms Supplements, respectively) applicable to this Agreement shall also apply to the rendering of services to such Client affiliate, unless the Client affiliate services are set forth in a separate agreement.

3. PAYMENT AND TERMS

- a. Fees and Charges. In addition to any other fees set forth herein, during the Term of this Agreement, Client will pay ExED \$45,250.00 per month (i.e., \$543,000 per annum), plus the actual Payroll Provider fees ExED incurs each month, through June 30th of the year following the Effective Date Year, and a monthly fee of \$46,155.00 (i.e., \$553,860 per annum), plus the actual Payroll Provider fees ExED incurs each month, from July 1st through June 30th of the second year following the Effective Date Year for the Basic Services. Client will reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the Basic Services as provided for in Schedule A. These out-of-pocket expenses will not exceed \$150 per month without prior, written authorization from the Client.
- b. One-Time Fee. Not Applicable.
- c. Invoicing. ExED will invoice Client monthly for services.
- d. Payment Terms. Payment is due thirty (30) days from the date of delivery of the monthly invoice.
- e. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of delivery of the monthly invoice, ExED reserves the right to suspend part or all of its performance of duties under this Agreement, including the rendering of Services, until all amounts for Services that are due and payable are paid in full. In the event Client disputes all or any portion of the invoice that is due, Client shall notify ExED in writing within 20 days of receipt of the invoice and initiate the dispute resolution process under Section 10 hereof, but shall pay the invoice in full, pending the outcome of such process.
- f. Taxes. Except as expressly stated in this Agreement, ExED and Client are responsible for any and all taxes on their respective incomes, and for payment and withholding of all applicable taxes, including but not limited to income, property and sales taxes.
- g. Late Payments. Payments made after the 30-day period set forth in Section 3.c. are subject to a late payment penalty equal to a monthly rate of 1%, not to exceed the maximum allowed under applicable law.
- h. Notice of Terms Supplement. The prices and related charges for the Services are subject to change each year, beginning June 30th of the year following the Effective Date Year. ExED shall deliver a Notice of Terms Supplement each year following the Effective Date Year, which Notice of Terms Supplement shall be in the form as attached hereto as Exhibit 1, and shall detail any applicable changes in Service prices, and related costs, including without limitation, with respect to expense reimbursements, and any other amendments, changes, or supplements to the terms and conditions of this Agreement. If Client determines not to renew ExED's Services under this Agreement, it shall timely deliver a Notice of Non-Renewal no later than 60 days from delivery by ExED of a Notice of Terms Supplement. Failure by

Client to timely deliver a Notice of Non-Renewal shall be deemed to be Client's agreement to renewal of this Agreement, as modified by the terms and conditions contained in the Notice Terms Supplement. In consideration of the Service fees set forth in Section 3(a), which Service fees ExED agrees to maintain (and not change via a Notice of Terms Supplement) until June 30th of the second year following the Effective Date Year, notwithstanding anything to the contrary set forth herein, Client hereby waives its right to issue a Notice of Non-Renewal until after receipt of the Notice of Terms Supplement issued hereunder in connection with the renewal of the Agreement on June 30th of the second year following the Effective Date Year. For the avoidance of doubt, (i) ExED will not change its Service fees as set forth in Section 3(a) prior to June 30th of the second year following the Effective Date Year but reserves the right to modify non-Service fee related terms, conditions, and the fees for additional charges as outlined in Schedule A, Section 8.B. through a Notice of Terms Supplement (including, without limitation, out-of-pocket expenses for which ExED may be reimbursed without prior Client approval, rush check fees, and late payroll information fees) (ii) ExED reserves the right to charge additional fees for any Additional Services the Client and ExED determine to add to this Agreement, in accordance with Section 2(b) above.

4. RELATIONSHIP OF THE PARTIES

- a. Independent Contractors. ExED and Client are independent contractors. No representations or assertions shall be made, nor actions taken by either party that would create any joint venture, partnership, employment, fiduciary, or trust relationship between the parties with respect to the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or a Schedule attached hereto, neither party has any authority or power to act as an agent of the other, or to enter into any agreement, contract or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.
- b. No Benefits. No ExED employee is eligible to participate in any benefits programs offered by Client to its employees, nor in any pension plans, insurance plans or other similar plans offered by Client to its employees.
- c. Employees. Each party will exercise day-to-day control over and supervision of their respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline and discharge. All work assignments, instruction, scheduling, staffing and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.
- d. Subcontractors. ExED reserves the right to subcontract with other individuals and businesses for the Services. ExED will be responsible for its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by its subcontractors, if any. All subcontractors,

if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting Client Confidential Information.

5. THE CLIENT'S OBLIGATIONS.

- a. Authorized Personnel. The Client Administrator(s) identified herein are authorized to work with ExED and authorize their staff to work with ExED with respect to the services outlined in this Agreement.
- b. Alternative Contacts. The Board may also identify, in writing to ExED, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues; as well as an alternate contact in the event the Client Administrator cannot or should not serve as the Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the Board shall have such authority.
- c. Financial Records and Audit.
 - (i) The Client will maintain customary and reasonably correct, complete and accurate records and other supporting information which will enable ExED to render the Services hereunder. The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by ExED and provided to Client. If Client submits required supporting documentation after monthly close deadline, ExED cannot guarantee on-time submission of financial reports for Client management review and/or Client board meetings.
 - (ii) The Client will obtain an annual audit of its books and records at the end of each Fiscal Year from a state-approved Auditor and immediately provide ExED with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs ExED to work with Client's Auditor on any matter or issue pertinent to the Services and will confirm such authorization upon request by ExED.
 - (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from the Chartering Authority, any governmental investigating or funding authority or Client's Auditor, to the extent required by law, including exceptions noted in any independent accountant's report, in each case, to the extent required by law and to effectively render the Services.
- d. Coordination and Cooperation. Client will cause the Client Administrator(s) and other authorized staff members to work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of ExED for information or documents from the Client.
 - (i) Client covenants to assist ExED in reconciling outstanding invoices, and to provide ExED with copies or originals of vendor invoices and

- correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by ExED.
- (ii) Client staff with access to the myExED Portal will take reasonable steps to maintain the confidentiality of their myExED login credentials. Client staff will notify ExED in writing if the confidentiality of their myExED login credentials has been compromised.
 - (iii) Client staff will take reasonable steps to ensure the security of the devices used to access the myExED Portal and will use their best effort to notify ExED in writing if the security of a device has been compromised.
 - (iv) Client staff will only use the myExED Portal for work-related activities.
- e. Payroll. Client will provide all necessary and proper data to ExED for payroll processing and retirement reporting, if applicable.
- (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client Site.
 - (ii) If necessary, Client will use, and purchase if necessary to use, commercially reasonable time clocks for timekeeping purposes.
 - (iii) Client will sign, or has signed, a service agreement with Payroll Provider for the necessary services so that ExED can process payroll using the Payroll Provider service.
 - (iv) Payroll Provider will file Client's annual forms W-2/W-3.
 - (v) Payroll Provider will file the Federal, State Withholding, and State Disability taxes and tax returns, quarterly and annual, associated with payrolls processed through Payroll Provider's system. If necessary, Payroll Provider may request ExED to file the tax returns it cannot do so.
 - (vi) Client will be responsible for all fees and charges assessed by Payroll Provider. ExED will invoice Client for any Payroll Provider charges ExED incurs.
 - (vii) Client will submit all necessary payroll and time and attendance data within the Payroll Provider's software.
 - (viii) Client will be responsible for maintaining employee information, not related to payroll processing, within the Payroll Provider's software.
 - (ix) Client will be responsible for working with Payroll Provider to setup and track any payroll accruals (e.g., vacation, sick, etc.). ExED should be informed of these requests and will assist where possible with this setup.

- (x) Client will approve all final check calculations. ExED will follow the California Labor Code when calculating an employee's final check unless directed by the Client to follow the calculation method commonly used by school districts.
 - (xi) Client is responsible for complying with the retirement enrollment and reporting rules for the retirement program(s) in which the Client participates (e.g., CalSTRS, CalPERS) and is responsible for communicating to ExED the following information (it being acknowledged and understood that Client's failure to timely provide the following information completely and accurately to ExED may impact ExED's ability to timely and accurately perform retirement program reporting, classification and other retirement program-related Services hereunder):
 - (1) A determination of which retirement system a job should be reported to, based on job description and applicable education code(s)
 - (2) Staff job classification and applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools
 - (3) Staff eligibility of enrollment into an applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools
 - (4) Details of time worked, pay rates and wages earned, as necessary for retirement reporting per the rules of the respective retirement program(s)
 - (xii) Client is responsible for providing ExED with accurate health and welfare deductions for each Client employee.
- f. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.
- (i) Client is responsible for taking daily attendance records compliant with the California Education Code. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.
- g. Grant and Funding Requirements. Client covenants to comply with all material grant and funding requirements, as the same may impact the rendering of ExED's Services hereunder, including record keeping, reporting, management and financial controls and policies and procedures.
- (i) Client to prepare Semiannual Certifications and/or Personnel Activity Reports to account for wages paid for with federal funds.

- h. Chartering Authority Requirements. Client covenants to comply with all material requirements, as the same may impact the rendering of ExED's Services hereunder, including policies and procedures of the Chartering Authority to the extent applicable to the Client.
- i. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to human resources, payroll administration, internal financial controls, accounts payable and other disbursements and, if applicable, competitive bid procedures for vendors.
- j. Insurance. Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. ExED shall be entitled to request and receive evidence of such coverage.
- k. Notice and Information. Client covenants that it will provide ExED with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by the Chartering Authority or any other governmental authority, to the extent permitted by law. Client will promptly provide ExED with copies of every report or notice provided to the Chartering Authority or any other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.
- l. Designation of ExED. Client hereby designates employees and subcontractors of ExED whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.
- m. Protection of Proprietary Property of ExED. Client shall maintain the confidentiality of all Proprietary Property of ExED and shall not divulge such information to any third parties both during the Term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. Client shall take reasonable precautions against disclosure of any Proprietary Property of ExED to any unauthorized person by any of its officers, directors, employees or agents. Client shall not directly or indirectly, without the express prior written permission of ExED, use the Proprietary Property of ExED for any purpose except to the limited extent necessary for the conduct of its operations in accordance with this Agreement. Upon termination of this Agreement for any reason, Client shall cease all use of Proprietary Property of ExED and discard and destroy any tangible portion of the Proprietary Property in its possession or control.
- n. Integrity and Financial Responsibility. Client will act in good faith and alert the management of ExED to any fraudulent activity which is reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that ExED's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not

limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.

6. REPRESENTATIONS AND WARRANTIES OF CLIENT

- a. Organization of Client. Client is a California nonprofit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization which has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as they are now being conducted.
- b. Corporate Power and Authorization. Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by Client have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by Client and constitutes the valid and legally binding obligation of Client enforceable in accordance with its terms and conditions. Client need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.
- c. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which Client is subject or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which Client is a party or by which it is bound or to which any of its assets is subject.
- d. No Litigation. Other than as disclosed to ExED, there are no pending or threatened legal actions, arbitrations or other proceedings against Client, nor are there any pending or threatened proceedings as to unpaid or disputed tax liabilities of Client which may adversely impact its operations or ability to perform its obligations under this Agreement.

7. REPRESENTATIONS AND WARRANTIES OF ExED

- a. Corporate Power and Authorization. ExED has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by ExED have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by ExED and constitutes the valid and legally binding obligation of ExED enforceable in accordance with its terms and conditions. ExED need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.
- b. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which ExED is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which ExED is a party or by which it is bound or to which any of its assets is subject.
- c. Insurance. ExED will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to the Services being rendered under this Agreement.
- d. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with Client's obligations hereunder, ExED may become aware of instances of non-compliance by Client with its own policies, procedures or other obligations described in Section 5 of this Agreement. ExED may bring such failures to the attention of the Client Administrator or chief executive officer or the presiding officer of the Board, but shall have no obligation to do so, unless the failure directly and materially affects ExED's ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.
- e. Confidentiality. ExED shall use commercially reasonable efforts to keep all Confidential Information made available to it under this Agreement confidential to the extent required by law; provided that nothing herein shall be construed as restricting ExED in performing the Services, which require routine disclosure of such information to Auditors, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by ExED, its employees and subcontractors as follows:
 - (i) Except as set forth in (vi) below, ExED shall not use the Confidential Information disclosed by the Client pursuant to this

Agreement for any purpose other than carrying out its obligations under this Agreement.

- (ii) ExED and any ExED subcontractors granted access to Client Confidential Information, will take reasonable steps to maintain the confidentiality of Client's Confidential Information and will notify Client if the confidentiality has been compromised.
 - (iii) ExED and any ExED subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access Client Information and will use their best effort to notify Client if the security of a device has been compromised.
 - (iv) ExED shall maintain reasonable security measures to safeguard the Confidential Information.
 - (v) ExED may, but shall not be required to, destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by ExED, upon termination of this Agreement, ExED shall provide copies to Client at Client's expense. ExED shall require its employees and subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.
 - (vi) Notwithstanding the foregoing, ExED shall have the right to use Client Confidential Information in a non-identifiable way, as part of its overall database of information about public charter schools. For example, Client salaries may be included in overall information ExED compiles, and provides to Client, about the range of salaries offered by similar schools.
- f. Limited Services Warranty. ExED represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

8. INDEMNITIES, DISCLAIMERS AND LIMITATION OF LIABILITY.

- a. Subject to the terms of Section 8(d) below, Client and ExED agree to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions in violation of the terms of this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.
- b. Disclaimer of all Other Warranties.

THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY MADE IN SECTION 7 OF THIS AGREEMENT. ExED

DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, OR ANY THIRD-PARTY SOFTWARE OR HARDWARE USED IN CONNECTION THEREWITH, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

- c. Limited Remedy. Client's exclusive remedy for a default in the provision of Services hereunder is to (i) provide written notice detailing the default to ExED and, following review and a determination of fault by ExED, to have ExED perform or reperform the applicable Service at ExED's expense, and/or (ii) to terminate this Agreement in accordance with Section 9(b) below.

- d. Limitation of Liability.

EVEN IF ExED CANNOT OR DOES NOT PERFORM OR REPERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES') TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION AT LAW OR IN EQUITY SHALL NOT EXCEED ExED'S TOTAL AGGREGATE FEES ACTUALLY PAID FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT DURING THE PRIOR 12 MONTH PERIOD ENDING ON THE DATE THE CLAIM GIVING RISE TO SUCH LIABILITY IS MADE HEREUNDER . IN NO EVENT SHALL ExED BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO ExED. NO DIRECTOR, OFFICER OR EMPLOYEE OF ExED SHALL BE LIABLE TO CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF ExED, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF ExED, OR THE THEORY OF LIABILITY ASSERTED AGAINST ExED OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF ExED, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.

- e. Allocation of Risk. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any default in Services, as between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of such risk.

- f. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.
- g. Survival. The terms of this Section 8 shall survive the expiration or earlier termination of the Agreement.

9. TERM, EXPIRATION AND EARLY TERMINATION.

- a. The Term. This Agreement shall continue in full force and effect during the Term. The Term of this Agreement shall renew and extend automatically for one year, on June 30th of the year following the Effective Date Year, and on each year anniversary thereafter, unless Client duly delivers a Notice of Non-Renewal to ExED. Notice of Non-Renewals delivered after 60 days from delivery by ExED of a Notice of Terms Supplement shall be deemed to be a termination for convenience on the part of Client under Section 9(d) below.
- b. Termination for Uncured Breach. If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty days from receipt of notice unless the defaulting party cures such default within said thirty-day period.
- c. Insolvency. In the event that either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.
- d. Termination for Convenience. Either party may terminate this Agreement upon 30 days written notice to the other party, without cause. During the notice period, the parties shall cooperate to wind up and complete the pending Service work for the current month and payment for Services hereunder shall be made through the end of the month in which termination occurs. After a termination of this Agreement for convenience, the Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.
- e. Immediate Termination for Cause. ExED may immediately terminate this Agreement in the event it determines that (i) it cannot provide the Services in a timely or professional manner, due to the actions or inaction of the Client with respect to financial controls, management or operations, or (ii) Client has engaged or been accused of engaging in material misconduct inconsistent with ExED's mission or nonprofit purpose; in such event, ExED will cooperate with Client to transition its duties to Client personnel or another vendor and ExED shall be entitled to payment of its fees and reimbursable expenses for each month ExED is involved with such transition of duties.

- f. Non-Renewal. If Client timely delivers a Notice of Non-Renewal to ExED ending the Term of this Agreement, ExED shall be entitled to a close out fee equal to two month's fees for completion of any financial reporting Services pertaining to the last Fiscal Year covered by this Agreement. After this time, Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.
- g. Other Rights. Subject to the terms of Section 8(c), (i) the rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative, and (ii) the exercise of any right or remedy under this Section 9 does not preclude the exercise of any other right or remedy.
- h. Proration of Service Fees Upon Termination. If this Agreement is terminated early, as provided for above in Section 9(b)-9(e), in addition to any fees and other amounts due and owing to ExED as may be set forth in each such Section, ExED's Service fees and expense reimbursements shall prorated to the date of such termination, and ExED shall have the right to payment for all Services rendered and reimbursable expenses incurred up to the date of termination of this Agreement.

10. DISPUTE RESOLUTION.

Any dispute, controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 10.

- a. Resolution Sequence. The claiming party with respect to the Dispute shall provide written notice of the Dispute to the non-claiming party, with reasonable detail regarding the claiming party's position and supporting facts. The parties shall have their chief executive officers meet and confer in good faith, in person if reasonably possible, within thirty (30) days of receipt such written notice regarding the Dispute, in an effort to resolve the Dispute in a mutually acceptable manner. If the Dispute cannot be settled by good faith negotiation between the chief executive officers of the parties, ExED and Client will submit the Dispute to the judicial reference process pursuant to California Code of Civil Procedure Section 688, et seq. Any Dispute brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Section 10, in lieu of the jury trial waivers otherwise provided for in this Agreement.
- b. Referee Qualifications. The referee shall be a retired California state court judge, or an attorney licensed to practice law in the State of California with at least ten (10) years' experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all parties.

- c. Referee Selection. If the parties are unable to agree upon a referee within ten (10) calendar days after the thirty (30) day negotiation period referenced above has ended, then the referee will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).
- d. Reference Procedure. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.
- e. Expenses. During the pendency of any Dispute which is submitted to judicial reference in accordance with this Agreement, each of the parties to such Dispute shall bear their own legal expenses, and equal shares of the fees charged, and costs incurred by the referee in performing the services described in this Section 10. The compensation of the referee shall not exceed the prevailing rate for like services. Following adjudication of a Dispute, the prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.
- f. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of ExED there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party may, at its option, seek temporary, preliminary, and permanent injunctive relief, and other provisional or ancillary remedies, and, subject to the terms of Section 8(d) hereof, to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's Proprietary Information and Confidential Information confidential and secure, or the unauthorized use or release of any such Proprietary Information and Confidential Information. Each party will notify the other party in writing immediately upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.

- g. Bankruptcy Proceedings. In addition, the foregoing provisions of this Section 10 shall not be deemed to apply to or limit the right of the claiming party to pursue rights against the non-claiming party in a bankruptcy or insolvency proceeding.
- h. Exercise of Rights & Remedies Not A Waiver. The exercise of the rights and remedies set forth in Section 10(f)-(g) which are not subject to the judicial reference process described in this Section 10 shall constitute a waiver of the right of any party, including, but not limited to, the claiming party in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies.
- i. THIS SECTION 10 CONSTITUTES A “REFERENCE AGREEMENT” BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.
- j. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

11. GENERAL.

- a. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any and all prior agreements or understandings pertaining to the subject matter hereof and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.
- b. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.
- c. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any and all of the terms and conditions herein set forth.
- d. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by electronic mail, registered, certified or express mail, postage prepaid or prepaid courier service, addressed to such party at the address listed on its website or to such other addresses as such party shall designate by written notice given to the other party, and shall be deemed to have been made, given or provided on the date of receipt.
- e. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and in consideration of the skill, qualifications and

representations of, and trust and confidence reposed in, ExED and its employees and its selected subcontractors. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party, except that ExED may assign this Agreement to an affiliate which ExED controls. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

- f. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement, except for the payment of money as and when due, when such delay or failure arises from circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay. In order to avail itself of rights under this Section 11(f), a party claiming force majeure excusal must provide written notice to the other party of the circumstances constituting force majeure within 15 days of their occurrence. The provisions of this Section 11(f) shall not excuse the payment of money by the parties when and as due, regardless of force majeure.
- g. Publicity. Client may act as a reference for ExED with respect to the Services upon ExED's reasonable request. ExED may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading and approved by Client in writing, in advance, in each instance.
- h. Headings. The headings of the several articles and sections are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.
- i. Governing Law. This Agreement shall be governed by the laws of the State of California, without regard to principles of conflicts of law.
- j. Counterparts. This Agreement (and its schedules) may be executed in several counterparts, including electronic counterparts (such as facsimile or .pdf), each of which shall be deemed to be an original, and all of which together shall constitute one agreement binding on all parties hereto, notwithstanding that all of the parties shall not have signed the same counterpart.
- k. Waiver of Jury Trial; Venue. TO THE EXTENT PERMITTED BY LAW, THE PARTIES WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED

WITH THIS AGREEMENT OR THE SERVICES RENDERED
HEREUNDER, AND AGREE THAT ANY SUCH ACTION OR
PROCEEDING SHALL BE TRIED BEFORE A COURT AND NOT
BEFORE A JURY. TO THE FULLEST EXTENT PERMITTED BY LAW,
THE VENUE FOR ANY ACTIONS OR PROCEEDINGS ARISING IN
CONNECTION WITH THIS SHALL BE LAID IN LOCAL OR
FEDERAL COURTS LOCATED IN LOS, ANGELES, CALIFORNIA.
THE PARTIES HEREBY WAIVE ANY DEFENSE OF
INCONVENIENT FORUM.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

CLIENT:

By: _____ Dated: _____,

Name: Adriana Abich

Title: Chief Executive Officer

ExED:

By: _____ Dated: _____,

Name: Tait Anderson

Title: CFO/COO

SCHEDULE A:

SUMMARY OF BASIC SERVICES TO BE PERFORMED BY EXED

- 1) Budgeting
 - A) Budget Development
 - 1) Work with Client Administrator to develop an annual budget for each School for the subsequent Fiscal Year, beginning in March of each year, for approval by Client's governing board no later than June 30th.
 - B) Budget Revisions
 - 1) Upon the approval of the State Budget, ExED will work with Client Administrator to perform any needed revisions to the Budget to reflect the legislation adopted.
- 2) Financial Management, Reporting, and Forecasting
 - A) Standard Financial Reports
 - 1) Prepare and email and/or make electronically available Standard Financial Reports, or subset of Standard Financial Reports approved by Client Administrator, to the Client Administrator. The reports will be provided at minimum quarterly and as needed for financial reporting and board meetings.
 - 2) In this Agreement, "Standard Financial Reports" shall mean:
 - (a) Financial Dashboard (excluded from July Financial Package)
 - (b) Cash Flow Forecast (excluded from July Financial Package)
 - (c) Financial Analysis (excluded from July Financial Package)
 - (d) Income Statement
 - (e) Balance Sheet
 - (f) Check Register
 - B) Financial Dashboard
 - 1) Prepare a dashboard which displays key indicators of financial health – income statement summary with variances and forecast, cash flow charts with actuals and forecast for the year, ADA chart with actuals and forecast, and balance sheet summary.
 - C) Cash Flow Forecast
 - 1) ExED will prepare a Cash Flow Forecast report for each School throughout the year as part of the Standard Financial Reports.
 - D) Financial Analysis
 - 1) ExED will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow.
 - E) Client & Board Meetings
 - 1) At a minimum once every quarter, ExED shall prepare and review Client's financials with Client Administrator.
 - 2) Prepare and present Client's financial health to the Board as appropriate, but no less than once every quarter, and including special Board meetings. Or to support the designated Client staff who present Client's financial health to the Board.
 - 3) Prepare and present Client's financial reports to Finance Committees as appropriate.
 - 4) Provide analytical support and training to assist management and governing board

in interpreting financial statements and generally managing financial challenges facing the organization.

- F) Chartering Authority Financial Reporting
 - 1) Complete and submit all financial reporting required to Chartering Authority including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.
- 3) Accounting and Bookkeeping Services
- A) General Ledger Maintenance
 - 1) Establish and maintain Client's general ledger per the account codes mandated by the California Department of Education. ExED will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.
 - B) Bookkeeping
 - 1) Record all transactions into accounting system with appropriate coding to enable the required reporting.
 - 2) Perform lease accounting that complies with the new lease accounting standards (ASC 842).
 - 3) Establish Client-specific tracking codes to support Client's reporting and budget management needs.
 - C) Balance Sheet Reconciliation
 - 1) Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item.
 - 2) Record monthly depreciation entries and update asset values for capitalized items.
 - D) Accounts Payable
 - 1) Process vendor invoices for payments, in accordance with Client fiscal policies.
 - 2) Complete 1099s for independent contractors.
 - 3) Process credit card transactions and employee reimbursements based on information provided by Client.
 - E) Accounts Receivable
 - 1) Monitor receipt of revenue to ensure the Client receives all entitlements. Perform collection activities to receive past due funding from government agencies, not including initiation of legal proceedings.
 - F) Audit Preparation
 - 1) Collect, or arrange for Client to provide, all information required by Auditors for testing and audit report drafting.
 - 2) Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance sheet account detail, etc.).
 - 3) Serve as the point of contact for all communication with the Auditors regarding financial data maintained by ExED.
 - 4) Prepare and collect required information for Auditor to complete the 990 tax return.
 - 5) Work and meet with Client's Audit Committee as needed.
 - 6) Prepare the adjusting journal entries as required by the auditors during the audit.
 - G) Training and Support

- 1) Train school personnel on accounting processes, myExED applications, and internal control procedures.
 - 2) Provide accounting consultation on coding, procurement, compliance, and process changes to improve accuracy in accounting.
- 4) Cash Management
- A) Cash Position Reports
 - 1) Prepare and distribute bi-weekly cash position report to the Client summarizing current bank balance, checks issued and accounts payable balance.
 - B) Loans & Lines of Credit
 - 1) Analyze working capital needs and assist client in preparing or renewing loan or line of credit applications if needed. In the case of state cash deferrals, prepare application for deferral exemptions if eligible.
 - C) Invoice Payment
 - 1) Manage the timing of invoice payment.
- 5) Payroll Processing and Retirement Reporting
- A) Payroll Processing
 - 1) Review the information Client maintains within the Payroll Provider software, in a manner consistent with the information given to ExED including, (i) employee information related to payroll processing and (ii) non-tax payment information, such as voluntary deductions and garnishments.
 - 2) Calculate and submit to federal and state authorities federal and state payroll tax payments and reports and state unemployment taxes and quarterly returns if Payroll Provider requests/requires assistance for reports it does not file.
 - 3) Provide the Client a payroll schedule for the calendar year which includes accrual period and deadlines for ExED to receive from the Client the following information: new hire documentation, personnel change forms and payroll time data for each respective pay period. The Client is responsible to submit all information by the deadlines established per Client's payroll schedule.
 - 4) If Client is closed for school break and cannot receive payroll package, Client can approve payroll package to be mailed to ExED. ExED will deliver the payroll package to Client at the next scheduled school meeting or via an agreed upon delivery mechanism. At Client's direction and Client's expense, ExED can mail out each individual employee's paystub.
 - B) Retirement Reporting
 - 1) STRS/PERS - ExED will submit monthly the required information to the local county office of education or the designated 3rd party administrator. The retirement division at the county office of education will then forward the information to CalSTRS/CalPERS. Reports submitted will be based on employee and payroll data provided by the Client unless Client does not provide required data. If Client does not provide the required employee and payroll data, ExED will use its knowledge of the respective retirement program to report the necessary information but cannot guarantee it will comply with all retirement program requirements. ExED will coordinate remittance of STRS/PERS contributions with the county office of education accounting department via check, ACH or

- debit from Client's apportionment account.
 - 2) Other retirement plans (e.g., 403B, 401K, 457, etc.) – ExED will process appropriate deductions for employees upon receipt of appropriate paperwork from the Client. ExED will submit payment to the applicable retirement company based on Client payroll schedule.
 - 3) Process supplemental checks for terminations, stipends, and bonuses.
 - 4) Transfer payroll data into accounting general ledger ensuring coding is correct.
- 6) Compliance and Data Management Services
- A) Categorical Funding Applications
 - 1) Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Mandated Block Grant, Consolidated Application (ConApp), SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.
 - 2) Assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.
 - B) Compliance and Fiscal Reporting
 - 1) Prepare preliminary Budget report and submit to Chartering Authority in required format.
 - 2) Provide Local Control Funding Formula (LCFF) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for Local Control and Accountability Plan (LCAP).
 - 3) Provide year-to-date payroll and general ledger data to Client to support LCAP reporting. Client will identify the expenditures to be reported in the LCAP.
 - 4) Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
 - 5) Prepare and submit Title I, II, III, IV and V reporting as appropriate.
 - 6) If appropriate, complete After School Educational & Safety program reporting.
 - 7) Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
 - 8) Prepare school expenditure section of the Civil Rights Data Collection.
 - 9) Prepare and submit federal and state expenditure reporting as appropriate, including expenditure reporting for one-time funding sources (ESSER, GEER, In Person Instruction, Expanded Learning Opportunity Grant, Arts Music and Instructional Materials Discretionary Block Grant, Learning Recovery Emergency Block Grant, Educator Effectiveness, and the Universal Pre-K Planning Grant)
 - 10) Submit Federal Cash Management reports and prepare calculations for interest earned on federal funds.
 - 11) Provide assistance, as appropriate, to prepare for Federal Program Monitoring visits.
 - C) Nutrition Claims Reporting
 - 1) Prepare and submit year-end Cost and Revenue reporting.
 - 2) Provide assistance in preparing for the financial components of the School Nutrition Program administrative review.
- 7) Other Support Systems, Tools, and Services

- A) myExED Portal
 - 1) Provide secure access to the myExED Portal (myexed.org) for relevant Client staff to access ExED applications and exchange necessary information.
 - 2) From within the myExED Portal, or direct login, ExED will provide select Client staff access to various applications, including but not limited to the following:
 - (a) Box - FileShare
 - (b) Power BI - Financials
 - (c) ScreenSteps - Knowledge Base
 - (d) SpendBridge - Marketplace
 - (e) ExED Business Guide

8) EXCLUSIONS & ADDITIONS.

- A) The following services, responsibilities and activities are hereby expressly excluded from the Services, together with any services, responsibilities and activities by ExED on behalf of the Client not specifically set forth on this Schedule A:
 - 1) Managing or designing Human Resources processes to ensure Client compliance as the employer of record.
 - 2) Managing or confirming accuracy of vacation and sick accrual balances.
 - 3) Identifying or applying for private grants. Should a client receive a private grant, client is responsible for tracking and informing ExED of financial reporting requirements.
 - 4) Developing Local Control and Accountability Plan (LCAP) goals and actions or identifying actions that contribute to increasing or improving services for unduplicated pupils.
 - 5) Drafting the narrative sections of the Budget Overview of Parents.
 - 6) Ensuring compliance for programs paid for with restricted funds, including determining allowable expenses and completing time and effort reporting.
 - 7) Preparing and filing property tax exemption forms.
 - 8) System for Award Management (SAM) registration or renewal registration.
 - 9) Maintaining corporation/non-profit status including Statement of Information filings.
 - 10) Obtaining or renewing liability and worker's compensation insurance.
 - 11) Ensuring Brown Act compliance or providing Brown Act training.

- B) The following services, responsibilities and activities are available as part of the Services, as requested by the Client in writing, for the additional charges and fees described below:
 - 1) For new charter school petitions, ExED will prepare the budget to be submitted with the petition for an additional fee of \$3,650.
 - 2) Rush Checks: Rush checks are strongly discouraged. The Client will be allowed one rush check a month. After that, the Client will be charged a fee of \$38.00 per rushed check requested by the Client or as a result of the Client's acts or omissions (e.g., invoices held up at the Client site). The Client will also be

- charged the cost of delivery, if applicable. Rush Checks are defined as checks requested to be sent out immediately, outside the normal weekly processing schedule.
- 3) Late Payroll Submission: If a client does not submit payroll information by the deadline or submits incomplete information and ExED has to submit additional information after the payroll deadline, the Client will be charged a late fee of \$140.00 per payroll period.
 - 4) Supplemental Payroll Schedules: For all supplemental payroll schedules requested by the Client, ExED will charge Client at the following rates (note: Client may incur charges from Paycom in addition to ExED charges outlined below):
 - (a) Late Submission/Unexpected Payroll Schedules: The Client will be charged a fee of \$55.00 per check. Such supplemental checks include, but are not limited to:
 - (i) Late Submission of Payroll Data: If the Client submits late payroll information and specifically requests checks be processed as a supplemental run:
 - (ii) Supplemental Checks Regarding Terminating Employees:
 - (i) Involuntary Termination by the Client: California law generally requires an employee who is being terminated to receive a check upon exit from the Client. If the Client anticipates an employee termination, the Client is expected to communicate with ExED's payroll contact as soon as it becomes aware of the termination and work together to get the check to the Client as expeditiously as possible.
 - (ii) Voluntary Termination by Employee: California law generally requires an employee to be paid within 72 hours of termination. The Client is expected to provide payroll information to ExED's payroll contact immediately upon notification of a terminating employee.
 - (iii) Supplemental Checks Regarding Employees Going on Family/Maternity Leave or Family Medical Leave: The Client is expected to communicate with ExED's payroll contact as soon as it becomes aware that an employee is going on family/maternity leave or leave that falls under the Family and Medical Leave Act.
 - (b) Scheduled Bonus/Stipend Supplemental Runs: When a bonus/stipend payroll is agreed upon in advance and ExED is given sufficient lead time to prepare, the Client will not be charged. If the Client requires a quick turnaround (less than 72 hours), ExED will charge the Client \$55.00 per check.
 - (c) Unscheduled/Emergency Supplemental Runs: When a special check is requested without advance notice and preparation time, the Client will be charged \$55.00 per check.
 - 5) Attendance Reporting Revisions: All attendance reporting revisions required to be made after submission deadlines agreed to by ExED and Client during which Client confirms attendance data is ready to be run, will be charged at the following rates (in the case Client operates multiple Schools, these charges will be applied for each School that requires an adjustment):
 - (i) The Client will be charged a fee of \$120.00 for each instance and each

- month the monthly attendance data needs to be revised.
- (ii) The Client will be charged a fee of \$330.00 if a prior year P-2 adjustment is required.
- 6) The Client will be charged a fee of \$575.00 if a CALPADS Unduplicated Pupil Count (UPC) adjustment is required.
 - 7) ExED will charge \$145/hour for work related to securing facility financing (e.g., providing financial analysis, developing financial scenarios, and preparing financial reporting that is required to assist Client in securing (or applying for) facility financing.
 - 8) ExED will charge \$145/hour for making corrections related to STRS audits or for any Retroactive Services related to a prior term.
 - 9) ExED has established an hourly rate (“Supplemental Fee Schedule”) it will charge for Additional Services Client requests and ExED agrees to perform. The Supplemental Fee Schedule sets the hourly rate at:

VP or Director:	\$145
Manager:	\$83
Other Staff:	\$55
 - 10) Client may request ExED to make a prior pay period adjustment to payroll and/or retirement reports for an employee. If ExED agrees to make the requested adjustment, it will charge a fee of \$330.00. Client will be responsible for any additional fees charged by the payroll provider, retirement program, or other 3rd party entities that result from the adjustment.
 - 11) ExED will charge \$145/hour for making prior period CalPERS adjustments or corrections.

EXHIBIT 1

Excellent Education Development Management and Accounting Services Agreement - NOTICE OF TERMS SUPPLEMENT

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless a Notice of Non-Renewal is received by ExED within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from June 30th of the year in which this Notice of Terms Supplement (“Notice”) is delivered, on the same terms and conditions as contained in the Agreement, except as expressly set forth below.

1. **SERVICE FEES AND RELATED EXPENSES.**

- a. ExED’s fees and related charges are hereby amended, modified and/or supplemented as follows:
 - (i) ExED’s monthly fees for [Basic Services/Additional Services] are hereby [increased to ____] effective [July 1st of the current year].
 - (ii) ExED’s out-of-pocket-expenses will not exceed [\$____] per month without the prior, written authorization from Client.
 - (iii) ExED’s [late payment charge for Service fees/rush check fee /late payroll information fee/ _____] is hereby [increased to __] effective [July 1st of the current year].
 - (iv) [_____].

2. **OTHER CHANGES.**

- a. The Agreement is hereby amended, modified and/or supplemented as follows:
 - (i) [_____].

3. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notice) shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice,

Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for your continued collaboration,

ExED:

By: _____

Dated: _____,

Name: _____

Title: _____

EXHIBIT 2

Excellent Education Development Management and Accounting Services Agreement - NOTICE OF NON-RENEWAL

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

The Client is in receipt of a Notice of Terms Supplement from ExED as provided for under the Agreement, and as per the terms of the Agreement and the Notice of Terms Supplement, Client has 60 days to issue a Notice of Non-Renewal terminating the Agreement.

1. **NOTICE OF NON-RENEWAL.**

- a. Client hereby elects to issue this Notice of Non-Renewal, terminating the Agreement, effective as of June 30th of the year in which this Notice of Non-Renewal is delivered. Those provisions of the Agreement which by their express terms survive expiration or termination of the Agreement shall remain in full force and effect.

Client:

By: _____

Dated: _____,

Name: _____

Title: _____

Coversheet

ELOP Contract with Think Together for Summer Field Trips

Section: VII. Contracts
Item: B. ELOP Contract with Think Together for Summer Field Trips
Purpose: Vote
Submitted by:
Related Material: 23-24 Think Together ELOP MOU Summer NID.pdf
24-25 Think Together ELOP MOU Summer NID.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 between Camino Nuevo Charter Academy (herein referred to as “CNCA” or “Charter”) and Think Together to provide non-instructional day services at selected schools during the summer of 2024. The goal of these programs is to develop integrated partnerships to deliver high-quality expanded learning opportunities that align with Charter priorities to help students improve academic performance, enhance health and wellness, and increase social-emotional capacity.

SCOPE OF SERVICES

Think Together will provide non-instructional day services over 13 program days in July 2024 across four school sites as listed below:

- Burlington Campus: Think Together will provide non-instructional day services for up to 240 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 14 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Kayne Siart Campus: Think Together will provide non-instructional day services for up to 120 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 60 students at 20:1 ratio and 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 11 Program Leaders to deliver the services incorporating three “floaters” to help maintain ratios.
- Jose A. Castellanos Campus: Think Together will provide non-instructional day services for up to 220 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Sandra Cisneros Campus: Think Together will provide non-instructional day services for up to 82 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 40 students at 20:1 ratio and 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign eight Program Leaders to deliver the services incorporating two “floaters” to help maintain ratios.

Think Together will assign Program Leaders to deliver the services at a supervision ratio of not more than one staff member to 20 students (1:20) and a supervision ratio of not more than one staff member to 10 Transitional Kinder/Kinder students (1:10). Each site will be supervised by a Site Program Manager, supported by an Assistant Site Coordinator. The project will be managed by a Quality Assurance Coach. Think Together will pay for all field trip experiences required to deliver the services. Think Together will apply a 15% administrative fee.

Memorandum of Understanding
Camino Nuevo Charter Academy

FEE FOR SERVICES

CNCA shall pay to Think Together a fee of \$447,778.00 (FOUR HUNDRED FOURTY-SEVEN THOUSAND, SEVEN HUNDRED SEVENTY-EIGHT DOLLARS) to deliver the scope of services described above. Think Together shall invoice CNCA in one lump sum on July 1, 2024.

TERM

This MOU shall become effective immediately when signed by both parties and remain in effect until both parties have fulfilled all obligations of this MOU or by July 31, 2024, whichever occurs first, and shall thereupon terminate.

TERMINATION

If the 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 the CNCA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the CNCA shall have the right to immediately terminate this MOU upon written notification to Think Together.

If at any time during the performance of this MOU the CNCA determines, at its sole discretion, to suspend indefinitely or abandon the work under this MOU, the CNCA shall have the right to terminate the performance of Think Together's services hereunder by giving thirty (30) days written notification to Think Together of its intention to terminate and shall pay Think Together for all fees earned through the date of termination.

INSURANCE

During the entire term of this Agreement, Think Together shall procure, pay for and keep in full force and effect the following types of insurance:

A. General Liability Insurance	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$2,000,000
B. Professional Liability Insurance	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$2,000,000
C. Automobile Liability Insurance	\$1,000,000
D. Workers' Compensation Liability Insurance	\$1,000,000
E. Sexual Misconduct	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$1,000,000
F. Cyber Liability	
i. Per Occurrence	\$2,000,000
ii. General Aggregate	\$2,000,000

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 and endorsements for Additional Insured naming "Camino Nuevo Charter Academy," and Primary/Non-Contributory and Waiver of Subrogation endorsements in favor of CNCA, as applicable to each policy above (except Professional Liability and Cyber Liability) shall be provided to the Charter prior to the commencement of services under this agreement. Think Together agrees that it shall not cancel or change the coverage provided by the policies

Memorandum of Understanding
Camino Nuevo Charter Academy

of insurance described above without first giving the Charter's Assistant Superintendent, Business Services, thirty (30) days prior written notice. Should any such policy of insurance be canceled or changed, Think Together agrees to immediately provide the Charter true and correct copies of all new or revised certificates of insurance and endorsements.

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.

The 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 the CNCA's negligent or willful acts and/or omissions in relation to this MOU.

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 the CNCA and Think Together.

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 the 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



March 25, 2024

CAMINO NUEVO CHARTER ACADEMY

Think Together Non-Instructional Day Services Program

Background

Camino Nuevo Charter Academy (CNCA) has solicited Think Together to provide non-instructional day services during the summer of 2024 – July 1, 2024 to July 19, 2024. This proposal responds to that request.

Scope of Work

Think Together will provide non-instructional day services over 13 program days across four school sites as listed below:

- Burlington Campus: Think Together will provide non-instructional day services for up to 240 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 14 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Kayne Siart Campus: Think Together will provide non-instructional day services for up to 120 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 60 students at 20:1 ratio and 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 11 Program Leaders to deliver the services incorporating three “floaters” to help maintain ratios.
- Jose A. Castellanos Campus: Think Together will provide non-instructional day services for up to 220 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Sandra Cisneros Campus: Think Together will provide non-instructional day services for up to 82 students at 20:1 ratio for an additional three hours per day above the existing six-hour non-instructional services agreement between CNCA and Think Together. In addition, Think Together will provide services to 40 students at 20:1 ratio and 20 TK/K students at 10:1 ratio for up to nine hours per day. Think Together will assign eight Program Leaders to deliver the services incorporating two “floaters” to help maintain ratios.

Think Together will assign Program Leaders to deliver the services at a supervision ratio of not more than one staff member to 20 students (1:20) and a supervision ratio of not more than one staff member to 10 Transitional Kinder/Kinder students (1:10). Each site will be supervised by a Site Program Manager, supported by an Assistant Site Coordinator. The project will be managed by a Quality Assurance Coach. Think Together will pay for all consumable supplies and field trip experiences required to deliver the services. Think Together will apply a 15% administrative fee.

Pricing

CNCA will pay Think Together a fee of **\$473,889** to deliver the scope of work described above.

CNCA #1 Burlington Campus

Personnel

18 Program Leaders	\$56,912
Total Personnel	\$56,912

2101 East Fourth Street Suite 200B
Santa Ana, CA 92705

Operating

Curricula and Supplies	\$7,466
Field trip experience (4 off-site)	\$56,712
Administrative Fee (15%)	\$18,164
Total Operating	\$82,342
Total Project Cost	\$139,254

CNCA #2 Kayne Siart CampusPersonnel

17 Program Leaders	\$55,705
Total Personnel	\$55,705

Operating

Curricula and Supplies	\$5,370
Field trip experiences (4 off-site)	\$42,000
Administrative Fee (15%)	\$15,461
Total Operating	\$62,831
Total Project Cost	\$118,536

CNCA #3 Jose A. Castellanos CampusPersonnel

17 Program Leaders	\$54,037
Total Personnel	\$54,037

Operating

Curricula and Supplies	\$6,504
Field trip experiences (4 off-site)	\$50,904
Administrative Fee (15%)	\$16,717
Total Operating	\$74,125
Total Project Cost	\$128,162

CNCA #4 Sandra Cisneros CampusPersonnel

10 Program Leaders	\$41,628
Total Personnel	\$41,628

Operating

Curricula and Supplies	\$4,119
Field trip experiences (4 off-site)	\$30,720
Administrative Fee (15%)	\$11,470
Total Operating	\$46,309
Total Project Cost	\$87,937

MEMORANDUM OF UNDERSTANDING
Between
Camino Nuevo Charter Academy
And
Think Together, Inc.

PURPOSE

The Memorandum of Understanding (MOU) that follows is a formal agreement between Camino Nuevo Charter Academy (herein referred to as “CNCA” or “Charter”) and Think Together to provide non-instructional day services at selected schools during the summer of 2024. The goal of these programs is to develop integrated partnerships to deliver high-quality expanded learning opportunities that align with Charter priorities to help students improve academic performance, enhance health and wellness, and increase social-emotional capacity.

SCOPE OF SERVICES

Think Together will provide non-instructional day services for up to nine hours per day over two program days in June 2024 across four school sites as listed below:

- Burlington Campus: Think Together will provide non-instructional day services for each site up to 260 students (240 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 14 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Kayne Siart Campus: Think Together will provide non-instructional day services for each site up to 240 students (220 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Jose A. Castellanos Campus: Think Together will provide non-instructional day services for each site up to 240 students (220 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Sandra Cisneros Campus: Think Together will provide non-instructional day services for each site up to 140 students (120 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign eight Program Leaders to deliver the services incorporating two “floaters” to help maintain ratios.

Think Together will assign Program Leaders to deliver the services at a supervision ratio of not more than one staff member to 20 students (1:20) and a supervision ratio of not more than one staff member to 10 Transitional Kinder/Kinder students (1:10). Each site will be supervised by a Site Program Manager, supported by an Assistant Site Coordinator. The project will be managed by a Quality Assurance Coach. Think Together will apply a 15% administrative fee.

FEE FOR SERVICES

CNCA shall pay to Think Together a fee of \$75,227.00 (SEVENTY-FIVE THOUSAND, TWO HUNDRED TWENTY-SEVEN DOLLARS) to deliver the scope of services described above.

Think Together shall invoice CNCA the entire fee in one lump sum upon execution of this MOU.

Memorandum of Understanding
Camino Nuevo Charter Academy

TERM

This MOU shall become effective immediately when signed by both parties and remain in effect until both parties have fulfilled all obligations of this MOU or by June 30, 2024, whichever occurs first, and shall thereupon terminate.

TERMINATION

If the 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 the CNCA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the CNCA shall have the right to immediately terminate this MOU upon written notification to Think Together.

If at any time during the performance of this MOU the CNCA determines, at its sole discretion, to suspend indefinitely or abandon the work under this MOU, the CNCA shall have the right to terminate the performance of Think Together's services hereunder by giving thirty (30) days written notification to Think Together of its intention to terminate and shall pay Think Together for all fees earned through the date of termination.

INSURANCE

During the entire term of this Agreement, Think Together shall procure, pay for and keep in full force and effect the following types of insurance:

A. General Liability Insurance	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$2,000,000
B. Professional Liability Insurance	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$2,000,000
C. Automobile Liability Insurance	\$1,000,000
D. Workers' Compensation Liability Insurance	\$1,000,000
E. Sexual Misconduct	
i. Per Occurrence	\$1,000,000
ii. General Aggregate	\$1,000,000
F. Cyber Liability	
i. Per Occurrence	\$2,000,000
ii. General Aggregate	\$2,000,000

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 and endorsements for Additional Insured naming "Camino Nuevo Charter Academy," and Primary/Non-Contributory and Waiver of Subrogation endorsements in favor of CNCA, as applicable to each policy above (except Professional Liability and Cyber Liability) shall be provided to the Charter prior to the commencement of services under this agreement. Think Together agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the Charter's Assistant Superintendent, Business Services, thirty (30) days prior written notice. Should any such policy of insurance be canceled or changed, Think Together agrees to immediately provide the Charter true and correct copies of all new or revised certificates of insurance and endorsements.

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.

The 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 the CNCA's negligent or willful acts and/or omissions in relation to this MOU.

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 the CNCA and Think Together.

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 the 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



March 27, 2024

CAMINO NUEVO CHARTER ACADEMY

Think Together Non-Instructional Day Services Program

Background

Camino Nuevo Charter Academy (CNCA) has solicited Think Together to provide non-instructional day services during the summer of 2024 - June 27, 2024 to June 28, 2024. This proposal responds to that request.

Scope of Work

Think Together will provide non-instructional day services for up to nine hours per day over two program days across four school sites as listed below:

- Burlington Campus: Think Together will provide non-instructional day services for each site up to 260 students (240 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 14 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Kayne Siart Campus: Think Together will provide non-instructional day services for each site up to 240 students (220 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Jose A. Castellanos Campus: Think Together will provide non-instructional day services for each site up to 240 students (220 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign 13 Program Leaders to deliver the services incorporating four “floaters” to help maintain ratios.
- Sandra Cisneros Campus: Think Together will provide non-instructional day services for each site up to 140 students (120 students at 20:1 ratio and 20 TK/K students at 10:1 ratio). Think Together will assign eight Program Leaders to deliver the services incorporating two “floaters” to help maintain ratios.

Think Together will assign Program Leaders to deliver the services at a supervision ratio of not more than one staff member to 20 students (1:20) and a supervision ratio of not more than one staff member to 10 Transitional Kinder/Kinder students (1:10). Each site will be supervised by a Site Program Manager, supported by an Assistant Site Coordinator. The project will be managed by a Quality Assurance Coach. Think Together will apply a 15% administrative fee.

Pricing

CNCA will pay Think Together a fee of **\$75,227** to deliver the scope of work described above.

CNCA #1 Burlington Campus

Personnel

18 Program Leaders	\$18,382
Total Personnel	\$18,382

Operating

Staff Uniforms	\$600
Administrative Fee (15%)	\$2,847
Total Operating	\$3,447
Total Project Cost	\$21,829

2101 East Fourth Street Suite 200B
Santa Ana, CA 92705

**CNCA #2 Kayne Siart Campus**Personnel

17 Program Leaders	\$17,360
Total Personnel	\$17,360

Operating

Staff Uniforms	\$570
Administrative Fee (15%)	\$2,690
Total Operating	\$3,260
Total Project Cost	\$20,620

CNCA #3 Jose A. Castellanos CampusPersonnel

17 Program Leaders	\$17,360
Total Personnel	\$17,360

Operating

Staff Uniforms	\$570
Administrative Fee (15%)	\$2,690
Total Operating	\$3,260
Total Project Cost	\$20,620

CNCA #4 Sandra Cisneros CampusPersonnel

10 Program Leaders	\$10,212
Total Personnel	\$10,212

Operating

Staff Uniforms	\$360
Administrative Fee (15%)	\$1,586
Total Operating	\$1,946
Total Project Cost	\$12,158

Coversheet

Commercial Insurance Policy Contract With CharterSafe

Section: VII. Contracts
Item: C. Commercial Insurance Policy Contract With CharterSafe
Purpose: Vote
Submitted by:
Related Material: CCSJPA-BoardRes_3 CNCA Final .pdf
CCSJPA ByLaws Amended 02.16.2022.pdf
2031.CharterSAFEProposal2425.06-12-2024.pdf
CCSJPA_Agreement.pdf
NEW DIR WC Application and Resolution.pdf

RESOLUTION OF BOARD OF DIRECTORS OF THE CAMINO NUEVO CHARTER ACADEMY JOINING THE CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY, DBA CHARTERSAFE

WHEREAS, it is in the best interests of the Camino Nuevo Charter Academy (“School”) to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

WHEREAS, the joint powers authority will offer significant advantages to the School in terms of cost, liability protection and services; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the _Camino Nuevo Charter Academy:

- 1. The Camino Nuevo Charter Academy agrees to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE) and
2. Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for the School to participate in the workers compensation self-insurance program of the Authority.
3. The School Director is hereby authorized to execute any and all documents as necessary to carry out the purposes of this Resolution.
4. That the Clerk /Secretary is directed to certify a copy of this Resolution and to forward the same, together with a copy of the executed joint powers agreement, to the California Charter Schools Joint Powers Authority.

PASSED, APPROVED AND ADOPTED this _18th_ day of June, 2024 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Chair/President

ATTEST:
Clerk/Secretary

CharterSAFE

BE SAFE • FEEL SAFE

BYLAWS

OF THE

CALIFORNIA CHARTER SCHOOLS

JOINT POWERS AUTHORITY

As Amended February 16, 2022

Protecting Schools. Promoting Safety. Customizing Insurance.

California Charter Schools Joint Powers Authority • A Nonprofit

**BYLAWS OF THE
CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY**

SECTION 1.0 PURPOSES

The purposes of CCS-JPA are:

A. To provide group purchasing, financing, insurance, self-insurance and risk management programs and systems, and such other ancillary and related programs, services and facilities for the best interests of the CCS-JPA's Participants and work to achieve the following objectives:

1. Reduced costs of operations, capital, workers compensation liability, and other insurance coverages through combined purchasing power, effective management and loss control practices, pooling, transferring and shifting of risk, and;
2. Reduced costs of administrative and claims administration services through central management, volume and combined purchasing power;
3. Greater stability of insurance markets through size of combined membership, longer duration of insurance agreements, and such other options as to program costs and Participant contribution structures as in the best interests of CCS-JPA and its Participants;
4. Reduced amount and frequency of losses of Participants;
5. Improved control of sources of risk through the application of risk management and loss control techniques, and such other programs of CCS-JPA to support and assist its Participants;
6. Improved recovery from responsible third parties and pursuit of cost-effective efforts in subrogation in the Board's discretion and in the name of CCS-JPA or the name of its Participant;
7. Funding of adequate reserves by members to ease the impact of heavy losses and to engage in such other reserving efforts and budgeting for the stability of CCS-JPA and to assist with rate stabilization;
8. Monitoring of local, state and federal legislative and agency risk management activities with the intent of advocating CCS-JPA's position through coordination with appropriate representatives; and
9. Such further and additional matters which the Board in its discretion finds to be necessary and appropriate to serve the present and anticipated future interests of the Participants and the best interests of CCS-JPA as a whole.

B. To provide workers compensation liability and other group insurance, self-insurance, risk management, financing and purchasing programs, including, but not limited to payment of claims and benefits; administration of one or more risk sharing and risk-transfer programs, joint purchase of insurance, reinsurance, or excess insurance; joint purchase of administrative and other services including risk management, risk financing, financing, consulting, brokering, general administration, claims administration, claims adjusting, loss prevention, data processing, legal and related services; and such further and additional programs, services and facilities in the best interests of CCS-JPA and its Participants.

C. To acquire, hold and dispose of property, real and personal, necessary or desirable for the purpose of providing the members of CCS-JPA with a complete self-insurance and risk management program, including but not limited to the acquisition of necessary facilities and equipment, the employment of personnel, and the operation and maintenance of a system of risk management.

D. To pursue such other activities, programs and services, or to engage in combinations or ventures with other joint power authorities or public agencies and entities, as the Board determines in its discretion to be reasonable and necessary to CSS-JPA as a whole and in the best interests of its Participants.

SECTION 2.0 BOARD OF DIRECTORS

A. The governing body of the Authority shall be the Board of Directors and may be referred to herein as the Board.

B. Voting members of the Board shall be elected by the membership of the Authority. The exact number of members of the Board shall be established by resolution or motion of the Board consistent with the CCS-JPA joint powers agreement. The Authority shall endeavor to have a Board that represents the diverse types of schools that are Participants in the Authority. All members shall serve three-year terms effective July 1 and ending June 30, provided that the Board may determine the initial term of any newly created Board seat as less than three years in order to maintain the staggering of Board member terms.–The election of the Board shall be by written ballot that may be cast at a meeting of the membership of the Authority or received by the Authority twenty-four hours prior to the date of the election. Each Participant in the Authority shall have one vote.

C. The Board may declare vacant the seat of any Director who ceases to be qualified for his or her office, and the Board may appoint a successor to the vacant seat at a regular or special meeting of the Board. For example, when a Director, elected as a representative of a participating charter school based on his or her employment by the participating charter school, is no longer employed by a participating charter school, that seat may be declared by the Board to be vacant. However, a Director may also be elected as a representative of a participating school who is not employed by the participating school, such as a volunteer board member or an independent contractor of a participating school subject to Board approval of his or her relationship with the participating school(s) and ability to serve.

D. The Board shall provide policy direction and formulate Board Policies to the Chief Executive Officer-President who shall serve as and be designated as the Program Administrator. The Board's functions include, but are not limited to, approval of:

1. Admission of new Members;
2. Involuntary termination of current Members for reasons other than nonpayment of any amount due to CCS-JPA;
3. Minimum bonding requirements for the officers of the Authority;
4. Delegation of investment authority;
5. Changes to the conflict of interest code and conflict of interest policies of the Authority;
6. An operating budget for CCS-JPA, to be approved in advance of the commencement of each fiscal year;
7. Arrangements, if any be made, with outside agencies for establishment of risk management related lines of credit;
8. Assessments and return of surplus funds through rate reductions, rate credits, or dividends, however denominated;
9. Amendment of the Bylaws;
10. Election of the officers of the Authority and approval of committees of the Board;
11. Actions regarding appeals of coverage disputes, when specifically requested by a Member.

Section 2.1 Meetings of the Board. The Board shall establish a time and place to hold regular meetings not less often than twice per year. Meetings shall be conducted in accordance with the Brown Act and such procedural rules as the Board shall adopt.

Section 2.2 Board and Program Administrator.

A. The Board shall employ or contract for the services of a Chief Executive Officer and President to serve as the Program Administrator to administer and operate CCS-JPA's programs of risk management under the direction and supervision of the Board.

B. Compensation, termination and other employment matters respecting the Program Administrator shall be governed by the Bylaws to the extent covered therein. CCSJPA may, but is not required to, enter into a written contract with the Program Administrator.

C. The Board shall employ or contract with a Chief Executive Officer-President with respect to CCS-JPA, and set the compensation for same.

Section 2.3 Vacancies. A vacancy may be declared by the Board whenever a director fails to attend two or more meetings of the Board or any committee to which the director has been assigned, within a 12-month period and without a valid excuse; (2) resigns; (3) is no longer qualified to serve; (4) due to death, disability, or other circumstance is unavailable to serve (as determined by the Board), or (5) has not been elected to fill a seat created. Vacancies shall be filled by the Board as soon as practicable.

SECTION 3.0 ADMINISTRATOR'S RESPONSIBILITIES

The Chief Executive Officer and President as Program Administrator shall perform the following functions:

1. Implementing policy and monitoring activities of the Treasurer/Auditor;
2. Maintaining an awareness of major developments which may affect CCS-JPA-handled programs;
3. Selection of insurance brokers or companies, underwriting and actuarial consultants, legal counsel and other consultants;
4. Selection of claims administration and claims adjusting services, including establishing selection criteria, interviewing candidates, making selection recommendations to the Board. Selection criteria shall include knowledge and understanding of the laws regarding claims against public entities;
5. Establishing risk management programs, claims administration services, adjusting services, loss prevention services and other risk management services which can help the Authority carry out its risk management objectives and its obligations to Participants;
6. Recommending to the Board each Participant's share of operating costs, as part of the budget;
7. Establishing policies requiring Participants to increase reserves as may be needed to pay claims and expenses within the Participant's' self-insured retentions or in excess of CCS-JPA risk management programs;
8. Recommending to the Board of a Conflict of Interest Code and other conflict of interest policies;
9. Overseeing investments and financial administration of the Authority, subject to the adopted investment policy of the Board;
10. Any other function of the Board, except those functions expressly reserved herein or by formal action of the Board.

SECTION 4.0 COMMITTEES

The Board shall establish such committees as it shall deem necessary to assist it in conducting the business of CCS-JPA. Annually, the following committees shall be appointed by the Chair and approved by the Board:

A. Underwriting Committee. The Underwriting Committee shall review and recommend coverage changes in all self-insurance programs; review and make recommendations on new applications; review and recommend excess insurance and reinsurance levels; and other duties prescribed by the Board.

B. Claims Committee. The Claims Committee shall be charged with the responsibility for review of claims in all self-insurance programs. As to such claims, the Committee shall oversee reserving levels and reserving practices; review and recommend claims procedures; review and make recommendations or determinations regarding coverage of claims; recommend, as necessary, legal defense firms; assist the Program Administrator and consultants hired to administer claims, if any, in planning and implementing loss control activities and perform other duties as prescribed by the Board.

C. Dispute Resolution Committee. A Dispute Resolution Committee shall be created by the Board as an ad hoc committee when a dispute arises between a participant and CCS-JPA, and shall be comprised of a non-quorum group selected from or appointed by Board at the time of the dispute, and as needed, for the purpose of the Dispute Resolution process set forth in Section 10.

Section 4.1 Advisory Committees. Except as expressly delegated to a committee by the Board, the Claims, Underwriting and Dispute Resolution Committees are advisory committees only, and they shall report their findings and recommendations to the Board. The Committees shall be assisted in their deliberations by the Program Administrator, CCS-JPA brokers, Actuary, and other consultants, as appropriate as determined by the Board.

Section 4.2 Ad Hoc Committees. The Chair may establish ad hoc committees as necessary.

SECTION 5.0 OFFICERS

- A. The officers of the Authority shall be:
1. Chair;
 2. Vice-Chair;
 3. Secretary, who may also serve as Treasurer, and his or her duly appointed deputies, if any;
 4. Treasurer and Auditor, and his or her duly appointed deputies, if any.

B. The Board shall elect the Chair and Vice-Chair of the Authority.

C. The Board shall designate the Secretary, Treasurer and Auditor in the manner provided for in these Bylaws.

D. Each elected Officer may serve no more than two consecutive terms of three years each coextensive with the Officer's term(s) as a Member of the Board unless waived by a majority of the Board. Each Officer shall hold his or her position until relieved of functions as an Officer by either:

1. Expiration of his or her elected or appointed term; or
2. Removal by a two-thirds vote of the members of the Board.

Section 5.1 Chair.

A. At the first meeting of each fiscal year, The Board shall elect a Chair to serve a three-year term.

B. The duties of the Chair are to:

1. Preside at and conduct meetings of the Board.
2. Execute documents on behalf of the Authority.
3. Exercise such spending authority as may be authorized by a resolution approved by the Board, within the approved budget.

Section 5.2 Vice-Chair

A. At the first meeting of each fiscal year, the Board shall elect a Vice-Chair to serve a three-year term.

B. The duties of the Vice-Chair are to assume the duties of the Chair when the Chair is absent or unavailable.

Section 5.3 Secretary.

A. At the first meeting of each fiscal year, the Board shall elect a Secretary to serve a three-year term.

B. The duties of the Secretary are to:

1. Attend the meetings of the Board and make minutes thereof;
2. Keep all official records of the Authority not required to be kept by the Treasurer.

3. File such notices and statements as are required by Sections 6503.5 and 53051 of the Government Code.

4. Cause notices of meetings to be given as required by the Ralph M. Brown Act.

C. In the absence of the Secretary, the Chair may appoint a Secretary pro tempore from among the members of the Board to carry out the Secretary's duties at any meeting except that a person appointed as a Deputy Secretary or Secretary pro tempore shall not be entitled to vote as member of the Board, unless otherwise qualified to vote. In addition, the Secretary shall recommend, and the Board may appoint such deputy Secretary to act on behalf of the Secretary, as the Secretary deems necessary or convenient.

Section 5.4 Treasurer.

A. At the first meeting of each fiscal year, the Board shall elect a Treasurer to serve a three-year term.

B. The duties of the Treasurer are to:

1. Perform the duties of the Treasurer prescribed in Section 6505.5 of the Government Code;

2. Sign warrants or such other negotiable instruments as may be used for proper disbursement of moneys from any CCS-JPA fund; and

3. Recommend the investment policy of the Authority and make reports regarding investments in accordance with applicable law.

C. The Treasurer shall recommend, and the Board may appoint such assistant or deputy treasurers to act on behalf of the Treasurer, as the Treasurer deems necessary or convenient. In addition, the Board may set minimum qualifications which any such assistant or deputy may be required to meet.

Section 5.5 Auditor.

A. The Treasurer shall serve as Auditor.

B. The duties of the Auditor are to:

1. Perform the duties of the Auditor prescribed in Sections 6505 and 6505.5 of the Government Code.

2. Issue warrants for the payment of claims of Participants after obtaining the member's authorization.

C. Any assistant or deputy of the Treasurer is, ex officio, a deputy Auditor of the Authority.

SECTION 6.0 PROGRAM ADMINISTRATOR

The Chief Executive Officer-President shall serve as Program Administrator subject to the direction and control of the Board. The Program Administrator shall have full charge and control of the affairs of the Authority, subject to the oversight and approval of the Board, consistent with the policies of the Authority and shall be responsible for the day-to-day administration, management and operation of CCS-JPA's programs of risk management, and supervision of the consultants, employees and contractors of the Authority consistent with the JPA Agreement, Bylaws, and directions of the Board. The Program Administrator shall also carry out duties as may be assigned from time to time by the Board or other committee of the Authority.

Section 6.1 Responsibilities. The responsibilities of the Program Administrator shall include, but not be limited to:

- A. Implementing all of the programs of the Authority in accordance with the adopted budget, including approval of payments, implementation of Board policies and complying with the directions of the Board;
- B. Preparing an annual budget for recommendation to the Board;
- C. Assisting the Board in selecting brokers, underwriters, actuaries, insurance companies, insurance policies, and claims administration services and other consultants, as needed, including exercising any delegated authority to make such selections;
- D. Developing effective risk management and loss control procedures and other programs and advising member entities on how to implement them.

Section 6.2 Compensation, Employment. The Program Administrator shall be compensated for services in such amounts and manner as may be fixed from time to time by the Board, in conformity with the approved budget for the Authority.

SECTION 7.0 PARTICIPANTS

- A. Each charter school agrees to be bound by these Bylaws and shall:
 - 1. Submit an application for membership and obtain Board approval;
 - 2. Execute an original of the CCS-JPA Joint Powers Agreement, as amended from time to time;
 - 3. Participate in at least one program of the CCS-JPA within one year of joining CCS-JPA; and
 - 4. Pay a fee to CCS-JPA as determined by the Board for initial risk program analysis and structuring consulting services.
- B. A governmental entity which is not a charter school may be admitted as a Participant upon terms and conditions approved by the Board.

C. Additional requirements, as approved by the Board, may be imposed for participation in specific programs, insurance programs and risk areas.

Section 7.1 Duties of the Participants. Each Participant shall:

- A. Appoint a representative who may vote at the annual Participants meeting.
- B. Designate a representative (who may be the appointed representative) to act as a liaison with the CCS-JPA Program Administrator and to advise him or her of any proposed or altered program which may have significant risk management ramifications.
- C. Maintain an active safety committee.
- D. Provide necessary data to assist in obtaining reinsurance, excess insurance, claims administration services quotes, or as otherwise required for participation in specific programs.
- E. Establish and maintain a risk management program, such as an illness and injury prevention program and maintain adequate claims reserves.
- F. Pay when due all payments, premiums, contributions or assessments levied pursuant to the CCS-JPA Joint Powers Agreement, Bylaws, specific programs, insurance plans, or Board policies adopted in furtherance of the Agreement or Bylaws.
- G. Enter into and maintain contracts of insurance or reinsurance as required in risk areas or specific insurance programs in which the charter school is participating.
- H. Comply with the letter and spirit of the CCS-JPA Joint Powers Agreement and these Bylaws.
- I. Cooperate with the Authority in the timely reporting and management of claims and other reporting as may be required for participation in the programs of the Authority.
- J. Participate in all training designated by the Authority as mandatory for Participants, which may include but is not limited to sexual abuse prevention training.
- K. The Board, in its sole discretion subject to the Joint Powers Agreement, Bylaws and California law, may approve the withdrawal of a Participant that has not provided written notice of its withdrawal by March 31 for the upcoming policy or program term, on the condition that the Participant agrees to pay to the CCS-JPA an amount equal to the member dues for the upcoming one-year term for all coverages that the Participant has participated in during the prior policy term and/or on such other conditions as the Board shall deem appropriate including those recited in Section 7.1

Section 7.2 Rights of Participants. The rights of Participants are to:

A. Have the Authority offer coverage agreements, and contracts of insurance with excess insurers to provide coverage above the level of risks retained by the Participant or the Authority.

B. Receive assistance from the Authority in establishing and maintaining risk management programs compatible with the policies and programs of the Authority.

C. Withdraw from participation as provided herein. A Participant shall be entitled to withdraw from CCS-JPA as a whole, or from a specific program in which it is participating, subject to providing the Chief Executive Officer-President and Board of CCS-JPA with a preliminary written notice and a Resolution of the Participant's governing board by March 31 prior to the following program year commencing July 1 or such earlier specific date as the Board may set. The notice shall state a reason or reasons for the withdrawal. The Participant may elect to rescind in writing its notice to withdraw by June 15 prior to the following program year commencing July 1 or such date as the Board may set. The Board may set such earlier date or eliminate the opportunity to rescind the preliminary written notice as needed for the sound administration of CCS-JPA's program and services. To the extent a Participant fails to comply with the minimum notice provisions for CCS-JPA or program withdrawal, the Board may set such remedies to ameliorate any financial and operational impact on CCS-JPA or the program.

SECTION 8.0 CLAIMS SETTLEMENT

Unless otherwise provided in a coverage agreement or insurance policy offered by or through the Authority, the determination of whether a claim is to be allowed, compromised, settled, or rejected shall be that of the party against whom the claim is filed; provided that no party shall have the power to commit the funds of the Authority to pay any claim without the consent of the Authority.

SECTION 9.0 DEPOSIT AND INVESTMENT OF AUTHORITY FUNDS

The Treasurer may deposit and invest Authority funds subject to the same requirements and restrictions that apply to deposit and investment of the funds of a charter school.

SECTION 10.0 DISPUTE RESOLUTION

A. **Potential Issues Between CCS-JPA and Participant**

CCS-JPA is a joint powers authority with numerous Participants who have joined CCS-JPA and participate in CCS-JPA programs and services and have agreed to follow CCS-JPA's joint powers authority agreement ("JPA Agreement"), Bylaws, and other operating policies and procedures. To the extent any Participant has an issue or dispute outside of a claim against the Participant submitted to CCS-JPA for coverage which shall be resolved under the terms of the operative Memorandum of Coverage, which relates to its relationship with CCS-JPA, the JPA Agreement, Bylaws or other operations or policies, programs and rates, or any issues of any kind between the Participant and CCS-JPA other than CCS-JPA's handling of a liability claim, this process is desired to fairly and properly address those issues in furtherance of the operations of CCS-JPA and to assure responsiveness to Participant concerns while retaining at the Board level authority as to CSS-JPA.

B. Initial Issues and Informal Resolution Process

Whenever a Participant has a non-claim issue relating to CCS-JPA, the Participant shall first inform CCS-JPA's President and Chief Executive Officer and the Board Chair of the nature of the issue and to attempt in good faith to address it informally. The Participant shall provide the President-CEO and Board Chair with the identification of the issue, background and the position of the Participant, the President-Chief Executive Officer and Board Chair shall meet with the Participant within thirty (30) days of receipt, address the issues raised, and provide a response in writing no later than fifteen (15) days thereafter. Records of the informal resolution efforts and decision of the President-Chief Executive Officer and Board Chair shall be maintained by CCS-JPA.

C. Request for Reconsideration by Dispute Resolution Committee

In the event the Participant disagrees with the position of CCS-JPA as communicated by the President-CEO and Board President pursuant to the Informal Resolution Process, the Participant shall make a written request to the President-CEO for consideration of the matter by the Dispute Resolution Committee. The Dispute Resolution Committee shall be created by the Board and shall be comprised of a non-quorum group selected from or appointed by Board in advance to be available as needed and not including the Board Chair. The Dispute Resolution Committee, on receipt of a request for reconsideration, shall within thirty (30) days schedule a meeting to attempt in good faith to address the issue. The Participant shall submit to the Dispute Resolution Committee any information and records the Participant wants to be reviewed and considered and do so no later than fifteen (15) days prior to the date of the Dispute Resolution Committee's Meeting. The Participant may also request a personal presentation to the Dispute Resolution Committee. The Dispute Resolution Committee shall meet on the matter and may, in the Committee's discretion, adjourn to a Closed Session to the extent confidential or other information is present entitling Closed Session consideration under the provisions of the Ralph M. Brown Act. The Dispute Resolution Committee shall report to and advise the Board of its Advisory Position for Board consideration, which if approved by the Board shall be reported to the Participant.

D. Board Appeal.

The Participant and CCS-JPA shall have the option to appeal the advisory opinion of the Dispute Resolution Committee to the full Board for reconsideration by submitting such a request in writing no later than thirty (30) days after the issuance of the decision. The Board shall agendize the appeal in Open or Closed Session, as appropriate under the Ralph M. Brown Act, and inform the Participant of the date of the proposed appeal hearing. To the extent the Participant or CCS-JPA wishes to submit any information in addition to that provided to the Dispute Resolution Committee, it must be submitted no later than fifteen (15) days prior to the Board Meeting where consideration has been agendized. The Member and CCS-JPA may also request a personal presentation. The Board may, if determined to be necessary to an appropriate disposition of the appeal, schedule a further hearing at the next Board Meeting and undertake such further investigation and gathering of information as the Board may deem necessary to the fair and complete consideration of the appeal. The Board shall, on completion of the record to be reviewed, evaluate and render a decision on the Appeal within thirty (30) days.

SECTION 11.0 AMENDMENT OF BYLAWS

By a two-thirds vote of the members of the Board, the Board may amend these Bylaws from time to time in accordance with the CCS-JPA joint powers agreement except where the JPA Agreement requires a higher percentage.

SECTION 12.0 NOTICES

A. Notice to the Authority shall be given by delivery of such notices to the Secretary of the Authority.

B. Notice to Participants shall be given by delivery of such notice to the Secretary of each Charter school.

SECTION 13.0 MEANING OF TERMS

Any capitalized term that is not defined herein shall have the meaning assigned to it in the CCS-JPA Joint Powers Agreement.

SECTION 14.0 EFFECTIVE DATE

These Bylaws, including any amendments thereto, shall be effective immediately upon their adoption by the Board.



2024-2025 Membership Proposal

Prepared for:

Camino Nuevo Charter Academy

Coverage Effective:

July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: June 12, 2024 at 2:50 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Adriana,

CharterSAFE is pleased to present your membership proposal for the 2024-2025 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Dan Berry** at dberry@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must complete and sign the following:

1. Member renewal acceptance
2. JPA Agreement
3. Board Resolution to join CharterSAFE
4. If applicable, Department of Industrial Relations workers' compensation application and resolution

We look forward to working with you in the 2024-2025 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Camino Nuevo Charter Academy

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$726,069.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

- Property
- Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution

\$249,925.00

Total Member Contribution

\$975,994.00

Choose one payment option

Payment in Full - \$975,994.00

Installment Plan

- Deposit (25%) - Due Now - \$243,999.00
- 9 Monthly Installments - \$81,333.00

CharterSAFE agrees to provide a one-time credit in the amount of \$25,000 should Camino Nuevo Charter Academy complete the CharterSAFE Childhood Sexual Assault Prevention Training requirement by September 30, 2024 as outlined in the Childhood Sexual Assault Liability section of this proposal and further detailed in the CharterSAFE Memorandum of Coverage. It is noted that this credit, if qualified, shall be applied to the November installment payment.

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance:

By signing below, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

As a new member to CharterSAFE, I acknowledge and agree to join CharterSAFE for a minimum of two (2) full policy years as required and explained in CharterSAFE's JPA Agreement and Bylaws.

Print Name _____ Date _____

Signature _____ Date _____

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

3435 W. Temple Street
Los Angeles, CA 90026

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	3,099
Employee Count	460
Annual Estimated Payroll	\$26,000,000.00
Total Insured Value	\$91,797,187.00
Building Value (owned or required to insure)	\$86,952,187.00
Tenant Improvements	\$0.00
Portable Value	\$0.00
Content Value	\$4,845,000.00
Electronic Data Processing (EDP) Value	\$0.00
Number of Portables	0

Scheduled Locations and Breakdown of Exposures

Location ID:	
Burlington Lower School (K-3): 681 & 697 S. Burlington Ave.	
Los Angeles, CA, 90057	
Leased/Owned:	
Students:	302
Employees:	0
Payroll:	0.00
Total TIV:	4,000,000.00
Building Value:	3,500,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:	
Burlington 4-8: 1800 Wilshire Blvd/653, 673, 677 Burlington	
Los Angeles, CA, 90057	
Leased/Owned:	
Students:	262
Employees:	0
Payroll:	0.00
Total TIV:	4,900,000.00
Building Value:	4,400,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:	
Dalzell Lance: 3500-3550 W. Temple Street	
Los Angeles, CA, 90004	
Leased/Owned:	
Students:	505
Employees:	0
Payroll:	0.00
Total TIV:	12,625,000.00
Building Value:	12,025,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	600,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:	
Burlington Centro: 661 S. Burlington Avenue	
Los Angeles, CA, 90057	
Leased/Owned:	
Students:	40
Employees:	0
Payroll:	0.00
Total TIV:	3,750,000.00
Building Value:	3,500,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	250,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Admin/Home Support Office: 3435 West Temple Street

Los Angeles, CA, 90026
 Leased/Owned:

Students:	0
Employees:	460
Payroll:	26,000,000.00
Total TIV:	0.00
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Soccer Field/Building: 3511 W. Temple Street/320 Commonwealth

Los Angeles, CA, 90004
 Leased/Owned:

Students:	0
Employees:	0
Payroll:	0.00
Total TIV:	810,000.00
Building Value:	60,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	750,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Castellanos: 1723 W. Cordova

Los Angeles, CA, 90007
 Leased/Owned:

Students:	452
Employees:	0
Payroll:	0.00
Total TIV:	15,280,000.00
Building Value:	14,600,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	680,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Cisneros: 1018 Mohawk Street

Los Angeles, CA, 90026
 Leased/Owned:

Students:	520
Employees:	0
Payroll:	0.00
Total TIV:	15,350,000.00
Building Value:	14,600,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	750,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Kaine Siart: 3400 West 3rd Street

Los Angeles, CA, 90020
 Leased/Owned:

Students:	745
Employees:	0
Payroll:	0.00
Total TIV:	26,335,187.00
Building Value:	25,795,187.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	540,000.00
EDP Value:	0.00
# of Portables:	0

Location ID:
Jane B Eisner: 2749-2755 W 15th St/2764 W 14th St

Los Angeles, CA, 90006
 Leased/Owned:

Students:	273
Employees:	0
Payroll:	0.00
Total TIV:	8,747,000.00
Building Value:	8,472,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	275,000.00
EDP Value:	0.00
# of Portables:	0

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2024**
Employment Practices Liability Retroactive Date: **07/01/2024**
Fiduciary Liability Retroactive Date: **07/01/2024**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	\$5,000,000 per claim and member aggregate	\$15,000.00 per claim
Employment Practices Liability	\$5,000,000 per claim and member aggregate	\$25,000.00 per claim
Fiduciary Liability	\$1,000,000 per claim and member aggregate	\$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and member aggregate	\$0
Fire Legal/Damage to Premises Rented Sublimit	\$1,000,000 per occurrence	\$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** at dberry@chartersafe.org / (916) 880-3469.

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	\$5,000,000 per occurrence and member aggregate	\$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	\$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date:

07/01/2024

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	\$5,000,000 per claim and member aggregate	\$0 if school completes training mandate* \$100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
*Training Mandate	Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is REQUIRED to be completed by 90% or more of staff no later than September 30th . If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.	

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	\$5,000,000 per occurrence and member aggregate	\$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and member aggregate	\$0
Auto Physical Damage*	\$2,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	\$50,000,000 per occurrence/ claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities Forgery or Alteration Employee Dishonesty Computer and Funds Transfer Fraud	\$1,000,000 per occurrence and member aggregate	\$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence for all other covered perils Causes of Loss: 1. Water Damage: \$2,500 per occurrence 2. Wildfire: \$10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$10,000,000 per occurrence	\$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Dan Berry** at dberry@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Kiki Goldsmith** (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	\$50,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *
Volunteer Accident	\$25,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** at dberry@chartersafe.org / (916) 880-3469.

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per pollution condition

Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.

Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.

Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence See "Exposures & Locations" section for schedule limits	\$1,000 per occurrence

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	\$500,000 per occurrence of a Deadly Weapon Event \$2,500,000 CharterSAFE Members' Combined Annual Aggregate	\$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	\$0
Employer's Liability	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

**CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY**

(as amended effective May 7, 2012)

THIS AGREEMENT, is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools, and which have signed this Agreement, and those that may sign hereafter, for the reestablishment of a joint powers authority, previously known as the California Charter Schools Association Joint Powers Authority, and which shall, as of the effective date of this amended agreement, be known as the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”).

WHEREAS, it has been determined by the parties that group self-insurance of workers compensation liabilities, general liabilities and/or group purchasing of insurance and other products and services, cooperative financing programs are of value on a mutual basis; and

WHEREAS, the financing of group self-insurance, risk management, claims administration and related programs for public schools can be effected on a more cost-effective basis through a joint effort; and

WHEREAS, Title 1, Division 7, Chapter 5 of the Government Code of the State of California (the “Joint Exercise of Powers Act”) authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, on or about May 7, 2004, members of the Authority entered into a joint powers agreement pursuant to the Joint Exercise of Powers Act to establish the Authority, and whereas such agreement was amended on or about February 28, 2006; and

WHEREAS, this Agreement shall supersede the prior joint powers agreement as amended on or about February 28, 2006;

NOW, THEREFORE, for and in consideration of the mutual advantages to be derived, and in consideration of the execution of this Agreement by charter schools and other governmental entities, each of the parties hereto does hereby agree that the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”) be reestablished as follows:

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DEFINITIONS AND GENERAL PROVISIONS

1. “Authority” shall mean the California Charter Schools Joint Powers Authority.

2. “Board” shall mean the board of directors of the Authority, consisting of representatives of Participants, and charged with the responsibility of governing the Authority and its programs.

3. “Funds” shall mean, unless the context otherwise specifies, all monies paid into the Authority or any of its programs, including any earnings thereon, or any other sums coming to the Authority from any source.

4. “Governmental Entity” means any political subdivision or nonprofit corporation operating a charter school or other public school of the State of California which is considered a local government agency for the purposes of any program offered by the Authority and empowered to execute this Agreement under the laws of the State of California.

5. “Participant” means any charter school, school district, or governmental entity, which is a signatory member of the Authority; provided, however, that this definition shall not be construed to prevent the Authority from permitting any subsidiary, or wholly-owned or affiliated entity, upon terms and conditions approved by the Board, from participating in any program of the Authority.

6. “Program Administrator” means the contractor or consultant retained, or staff employed by the Board to administer the Authority.

7. “Risk management” shall mean the process of identifying, evaluating, reducing, transferring, sharing, financing, and eliminating any operational, business or educational risk in the management of a public school. Risk management includes various elements of insurance, law, administration, technology, accounting, and general business to effectively manage hazards and losses to which Participants may be exposed.

8. “Risk pooling or sharing” shall mean any common fund: (1) which is composed of cash, investments permitted by law, and other assets; (2) to which two or more Participants have agreed to contribute; (3) from which claims and risk management costs of any contributor to that common fund shall be paid; and (4) which operates in accordance with this Agreement.

9. “Self-insurance” shall mean providing for claims, losses, and risk management by risk pooling and the maintenance of reserve funds by or on behalf of Participants, and which, when conducted or administered by the Authority, ordinarily provides for the transfer of risks from a Participant to the Authority, and for the potential transfer of risks between and among Participants.

II

PURPOSES AND TERM

1. Purposes. The purposes of the Authority are to provide cost-effective mechanisms for financing risks of operating charter schools and other governmental entities; to provide essential protection to Participants otherwise not obtainable; to secure reinsurance and excess insurance on a group basis; to provide Participants with the mechanisms to jointly

purchase insurance, goods and services; to reduce financing costs; to accumulate, administer and invest funds to insure or self-insure as a group various liabilities up to a specified, predetermined amount; and to effect cost savings to Participants in the administration of management and risk management programs as may be established by the Authority in order to reduce the administrative costs of delivering educational services to public school students.

2. Term. This Agreement shall become effective as of the date hereof, and shall continue in full force and effect until it is terminated and the Authority is dissolved as provided herein. It is the intent of the parties hereto that the separate public agency created under this Agreement have an indefinite life, and shall continue to exist so long as necessary to carry out the purposes of this Agreement, including the orderly wind-up of the affairs of the Authority. It is the further intent of the parties that the withdrawal or termination of any Participant from any program of the Authority, or from the Authority itself, shall not terminate such program or this Agreement as to the remaining Participants therein, nor relieve any Participant or former Participant from any obligations it may have under this Agreement.

III

CREATION OF AUTHORITY

Pursuant to Section 6500 et seq. of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the California Charter Schools Joint Powers Authority. Pursuant to Government Code Section 6508.1, the debts, liabilities, and obligations of the Authority shall not constitute debts, liabilities, or obligations of any party to this Agreement. Nor shall any party to this Agreement have any right, title or interest in the assets of the Authority, or in any contributions, consideration or property paid or donated by a party to the Authority, or any of its programs, except as expressly provided in this Agreement.

IV

ORGANIZATION & ADMINISTRATION

1. Responsibility. The overall responsibility for administration of the Authority shall be vested in the Board.

2. Agents. Each Participant hereby appoints the Board and its delegates or designees to act as its agents in executing all contracts, reports, waivers, agreements and service contracts and to make and arrange for the payment of claims and all other things required for the proper and orderly operation of the programs of the Authority.

3. Bylaws. The Authority shall be governed pursuant to this Agreement and to the Bylaws. Amendment of the Bylaws may be proposed by any Participant or member of the Board. A copy of the proposed amendment and the reasons therefor shall be presented to the Board if not proposed by the Board. All proposed amendments shall be approved by a two-thirds vote of the Board. Upon its approval, the amendment shall be disseminated to all Participants. Each party to this Agreement agrees to comply with and be bound by the provisions of the said Bylaws and further agrees that the Authority shall be operated pursuant to

this Agreement and the said Bylaws. In the event of any conflict between the Bylaws and this Agreement, this Agreement shall prevail.

4. Board. Upon approval by the Participants of this amended Agreement, the Board shall be responsible for overseeing the operation of CCS-JPA and organization and operation of the Authority, as provided herein. The Board shall establish such policies and guidelines as may be necessary to carry out the programs of the Authority. The organization and structure of the Board shall be established in the Bylaws.

V

POWERS OF AUTHORITY

1. The Authority shall have the following common powers and is hereby authorized to do all acts necessary for the exercise of said common powers:

A. To make and enter into contracts, including but not limited to contracts of employment, insurance, reinsurance and self-insurance for itself and its Participants, and providing for risk pooling, risk financing and sharing, financing and purchasing, whether or not subject to regulation under the Insurance Code, to the extent and in the manner permitted under Government Code Sections 990, 990.4, 990.8, and 6508, or any other provision of law;

B. To hire employees, and contract with consultants and legal counsel;

C. To invest and reinvest money in the treasury of the Authority pursuant to Government Code Section 53601 or other provisions of law as may be applicable;

D. To incur debts, liabilities, or obligations;

E. To acquire, hold, lease, or dispose of property;

F. To sue and be sued in its own name; and

G. To exercise all powers necessary and proper to carry out the terms and provisions of this Agreement, or otherwise authorized by law.

2. Said powers shall be exercised pursuant to the terms hereof, subject to the restrictions upon the manner of exercising the powers applicable to The Accelerated School, a California public charter school organized and operating as a nonprofit public benefit corporation.

VI

BOARD; ANNUAL MEETINGS

1. Number. The Authority shall be governed by the Board which is hereby established and which shall be composed of not less than 3, nor more than 11 representatives of

the Participants, who shall be elected by the Participants, in accordance with the Bylaws of the Authority.

2. Term. Each member of the Board shall serve for a term of three years and until a successor is elected or appointed. Each Board member shall have one vote.

3. Participants' Meetings. There shall be an annual meeting of Participants for the purpose of electing members of Board and to transact any other Authority business. The annual meeting, and any additional meetings, shall be held at the call of the Chair. Thirty percent of the Participants may also call a meeting of Participants. A majority of the Participants shall constitute a quorum of transaction of business at the meeting. Each Participant shall be represented at meetings by its chief executive officer or his or her designee. If a designee is to represent the Participant, written notice from the Participant's governing body shall be provided to the Authority.

VII

POWERS OF THE BOARD

A. The Board shall review, modify, if necessary, and approve the annual operating budget of the Authority.

B. The Board shall receive and review periodic accountings of all funds under this Agreement.

C. The Board shall have the power to conduct, on behalf of the Authority, all business of the Authority, which the Authority may conduct under the provisions hereof and pursuant to law.

D. The Board shall have such other powers and functions as are provided for in this Agreement and the Bylaws.

VIII

MEETINGS OF BOARD

1. Meetings. Board shall provide for its regular, adjourned regular, and special meetings upon call of the Chair, Vice Chair (if any), or Program Administrator; provided, however, that it shall hold at least two (2) regular meetings annually, as set forth in the Bylaws.

2. Minutes. The Secretary of the Authority shall cause minutes of regular, adjourned regular, and special meetings to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to each member of the Board.

3. Quorum. A majority of the voting members of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time. A vote of the majority of a quorum present at a meeting shall be sufficient to constitute action by the Board, except as otherwise specifically set forth in this Agreement or in the Bylaws.

IX

OFFICERS OF THE AUTHORITY

1. Chair, Vice Chair, Secretary and Treasurer-Auditor. The Board shall elect from the Board a Chair, Secretary and Treasurer-Auditor of the Authority for terms of not less than one nor more than four years, as provided in the Bylaws, each to hold office until a successor is elected. A Vice Chair may also be elected. In the event an officer so elected ceases to be a member of the Board, the resulting vacancy in the office shall be filled at the next regular meeting of the Board held after such vacancy occurs. In the absence or inability of the Chair to act, the Vice Chair, if any, shall act as Chair. The Chair, or in his or her absence the Vice Chair, shall preside at and conduct all meetings of the Board.

2. Other Officers. The Board shall have the power to appoint such other officers as may be necessary to carry out the purposes of this Agreement.

X

PARTICIPANTS

1. Each Participant is entitled to the rights and privileges and is subject to the obligations as provided for in this Agreement and the Bylaws. Each Participant Agency shall comply with the rules and policies of the Authority.

2. A new Participant may be accepted upon application to the Authority and upon acceptance by the Board by two-thirds vote, and subject to acceptance by the prospective member of the terms and conditions of participation in the Authority and of the financial arrangements and fund contributions specified by the Board.

3. Each Participant shall be entitled to one voting representative at meetings of the Participants. Each representative shall be designated by appointment by the Participant's governing body. Such governing body may delegate the authority to appoint that Participant's representatives to its chief executive officer or principal.

XI

CONTRIBUTIONS AND OPERATIONS

1. Contributions. The parties agree that each Participant in the workers compensation and other group self-insurance programs shall make payment of contributions for coverage under those programs in which they elect to participate, as well as for the operations of the Authority. The Board shall be authorized and directed to establish the rate of contribution for each Participant, and the time schedule for payment of such contribution. Participants acknowledge that the rates established by Board for coverage under the workers compensation and other group self-insurance and insurance programs may reflect overall changes in coverage, changes in exposure and the past or projected experience of the Participants, as a group during the life of the program, and will not necessarily reflect the experience of an individual Participant during any specific period of participation. Consequently, there can be no assurance that current or former Participants will benefit equally from changes in the workers compensation program or

other group self-insurance programs (including, but not limited to changes in eligibility for participation credits, dividends or retrospective rating adjustments or enlargements of coverage grants), nor that the burdens will be equally shared (including, but not limited to rate increases, restrictions on coverage, or unanticipated claims expenses). The timely payment of all required contributions shall be a condition precedent to the continuation of participation by each Participant in the workers compensation and other group self-insurance programs and the Authority. A Participant has no title or interest in the Participant's contributions, whether equitable or otherwise, except as expressly provided in this Agreement.

2. Terms of Participation: Participants joining the Authority and participating in any Authority self-insurance, group purchase or other programs offered by the Authority shall commit to participate in the program for a minimum term which is typically two years unless stated otherwise in a duly adopted Board policy. The Board of the Authority shall establish by separate policy the minimum participation terms for each self-insurance, group purchase or other program offered by the Authority, including Workers Compensation, liability and any other program. Terms of participation shall be counted by the Authority's fiscal year, commencing with July 1 of each year.

3. Computation and Notice of Rates; Assessments. The rates to be used in calculating contributions for each Participant for participation in the workers compensation, general liability and other group self-insurance programs shall be determined by the Board, to the extent practicable, no later than sixty (60) days prior to the commencement of the coverage year and communicated to all current participants as soon as practicable thereafter. However, if at any time the Board determines that the amount contributed for a given year is insufficient, each Participant agrees to promptly pay the Authority the full amount of any assessments levied by the Board, which shall not to exceed two hundred percent (200%) of the annual amount of the Participant's contribution for coverage for any group self-insurance program for that year, as may be required to meet the Authority's expenses associated with the provision of coverage for the Participants for that year and line of coverage. Such assessments shall be allocated and attributed to each Participant based upon a methodology approved by the Board, which may include consideration of payroll, the actual or projected costs incurred by the Authority to provide for program liabilities of the Participant's employees, Participant's compliance with risk management policies, the total actual or projected costs incurred by the Authority as a whole, and other factors. In the event such an assessment, together with any other resources available to the Authority, is insufficient to pay the costs of the Authority for any group self-insurance program during any fiscal year, each Participant contributing to the shortfall shall share the shortfall proportionately, and the Authority shall have no further obligation to pay such costs.

4. Loss Control and Risk Management. Participants in any insurance or self-insurance program agree to follow the loss prevention and risk management recommendations of the Board, and to abide by all conditions, requirements, rules and regulations regarding loss control and risk management which may be promulgated by the Authority, including, but not limited to adopting policies prohibiting sexual harassment.

5. Right to Inspect. Each Participant agrees that the Authority, its Program Administrator, or any of its respective agents, servants, employees or attorneys shall be permitted at any reasonable time to inspect Participant's property and operations and to examine

Participant's books, documents and records as necessary in the proper operation of the group self-insurance programs or the Authority, to the maximum extent allowed by law.

6. Audit. Board shall obtain an annual audit of the financial affairs of the Authority, by a certified public accountant at the end of each fiscal year in accordance with generally accepted accounting principles. A copy of the annual audit report shall be available to each Participant, and shall be filed as required by law. The costs of such audit shall be paid from the funds of the Authority.

7. Binding Nature. Any Governmental Entity which makes application for participation in any of the group self-insurance program of the Authority, and is accepted as a Participant and signs this Agreement, shall thereupon become a party to this Agreement and shall be bound by all the terms and conditions hereof; provided, however, that any charter school or Governmental Entity may be refused admission to the Authority or any program thereof in the sole discretion of Board.

8. Deposit of Funds. Participants shall pay contributions to the Authority for the programs in which they participate and for operations of the Authority. The contributions and income therefrom shall be accumulated to pay the expenses of the programs for which they are determined or assessed. Funds received by Authority as contributions shall be deposited and invested in accordance with laws of the State of California pertaining to the investment of excess funds of charter schools.

9. Contributions by Participants. Without in any way limiting the powers otherwise provided for in this Agreement, the Bylaws, or by statute, the Authority shall have the power and authority to receive, accept and utilize the services of personnel offered by any Participants or its representatives or agents; to receive, accept, and utilize property, real or personal, from any Participant or its agents or representatives; and to receive, accept, expend and disburse funds, contract or otherwise, for purposes consistent with the provisions of this Agreement, which funds may be provided by any Participant, its agents, or representatives.

10. Excess Insurance and Reinsurance. The Authority shall obtain or cause to be obtained such excess insurance or reinsurance as may be necessary and prudent in the judgment of Board. The expense of such excess insurance or reinsurance shall be paid from the Funds of the Authority.

XII

CLAIMS ADMINISTRATION & PAYMENT OF LOSSES

1. General. The principal purpose for the establishment of the Authority is to provide for the orderly presentment, examination, investigation, defense or settlement of claims against the Participants which are covered under group self-insurance and insurance programs of the Authority. It is agreed and understood that the Authority shall use the sums contributed by the Participants for such programs to pay such losses and claims.

2. Presentment of Claims. The services and benefits to be provided by the Authority shall be paid or furnished to or for the benefit of a Participant with respect to a

particular incident or claim only if the Authority is notified as required by the applicable coverage agreement.

3. Investigation and Defense. Program Administrator will investigate, or cause to be investigated, all such claims and will attempt to adjust or settle such claims, in accordance with the authority delegated to Program Administrator by Board or the Participant involved. As required, and subject to the provisions of the Coverage Contracts, the Authority, through designated defense counsel will provide legal defense of claims against Participants. The Participant agrees to aid the Authority in such matters and to provide and make available all information and personnel as may be reasonably required in the opinion of Program Administrator to fully investigate and resolve the claim.

It is understood that Board and Program Administrator shall use their discretion in making judgments and assumptions as to the actual value of any claim and making such reserves based on such judgments.

XIII

TERMINATION OR WITHDRAWAL OF PARTICIPANT

1. Withdrawal of Participant. A Participant may terminate its participation in any Authority self-insurance, group purchase, or in other programs of the Authority, or from all programs of the Authority and from the Authority itself, following the minimum terms established in accordance with Article XI, section 2, hereof, by giving 90 days advanced written notice, unless another notice period is adopted by the Board. A withdrawing Participant shall remain liable for any unpaid contribution which shall have accrued under any program or coverage agreement it may have accepted, and for any liability it may have to the Authority itself, through the effective date of termination. Upon its voluntary withdrawal or its termination as a Participant in the Authority or any program of the Authority, a former Participant becomes ineligible to participate in any program of self-insurance of the Authority, except that the rights of a Participant after termination shall be limited to those benefits, such as the defense and indemnity of claims covered under coverage agreements issued by the Authority, which have accrued as of the date of termination as determined by the provisions of the applicable program. A withdrawing or terminating Participant shall have no other rights in any assets of the Authority or of any program of the Authority, whether denominated as equity, surplus, contributions or otherwise, except upon windup of the program or the Authority.

2. Involuntary Termination. A Participant may be terminated by the Authority from any program of the Authority, or from the Authority itself, for:

(i) Failure to comply with any term or condition of this Agreement, a coverage agreement, insurance policy, or other evidence of coverage issued by, through or on behalf of the Authority; or

(ii) With or without cause, upon a 2/3 vote of the members of Board.

3. Adjustment. Whether termination is voluntary or involuntary, a Participant shall remain liable for any unpaid contribution which shall have accrued prior to

withdrawal or termination of its participation in any program of the Authority, or the Authority itself. Adjustment for amounts of contribution due to the Authority upon termination shall be made within thirty (30) days of the time at which cancellation is effective.

4. Continued Liability. After a Participant withdraws or terminates, such withdrawing party shall be subject to assessment by the Authority to maintain the solvency of any program of the Authority for any year during which the party was a Participant, unless the coverage agreement otherwise provides.

5. Coverage Disputes. If a Participant disputes a coverage determination, the Participant must appeal to the Board prior to seeking any other remedy.

XIV

PROGRAM ADMINISTRATOR

1. Appointment of Program Administrator. The Board shall appoint a Program Administrator to administer the Authority. The duties of the Program Administrator may be further delegated to a person, association, partnership, corporation, contracted or employed staff, or any other form of entity, subject to such limitations as the Board may specify.

2. Duties of Program Administrator. Program Administrator shall have all such duties and authority as may be delegated to it by Board. Board shall enter into a service agreement or establish policies and procedures which shall specify all of the duties and obligations of the Program Administrator.

XV

ACCOUNTS AND RECORDS

1. Annual Budget. The Board shall annually adopt an operating budget for the Authority.

2. Funds and Accounts. The Treasurer-Auditor of the Authority shall establish and maintain such funds and accounts as required by the Board and as required by good accounting practice. Books and records of the Authority in the hands of the Treasurer-Auditor shall be open to inspection at all reasonable times by the Board and as otherwise required by law.

3. Bond. A bond in the amount determined adequate by Board shall be required of all officers and personnel authorized to disburse funds of the Authority. Such bond may be paid for by the Authority.

XVI

ACTUARY

1. Appointment. Board shall retain an Actuary.

2. Duties. Actuary shall have all duties and authorities as may be delegated to it by Board in a written contract between Actuary and Board. It is contemplated that the duties of Actuary shall include but not necessarily be limited to the following:

- (a) Recommend contribution rates;
- (b) Review rating structure;
- (c) Monitor claims and analyze loss reserves;
- (d) Monitor participation in all self-insurance and insurance programs;
- (e) Assist Board in financial planning;
- (f) Evaluate reinsurance proposals.

3. Payment. The professional fee paid Actuary for its services shall be an expense of the Authority. The professional fee may be based on a flat sum, an hourly rate, or another method as the parties may specify.

XVII

LEGAL COUNSEL

1. Appointment. Board shall appoint an attorney for the Authority to serve as General Counsel. Board may retain Special Counsel as needed.

2. Payment. The professional fees of General and any Special Counsel for services rendered to the Authority shall be based on a retainer, an hourly rate, or other method as the parties may specify.

XVIII

AMENDMENT AND TERMINATION

1. Amendment. Participants may amend this Agreement at any time and from time to time by an instrument in writing approved by a majority vote of Board and executed by a majority of the Participants, provided, however, that:

(a) No amendment shall retroactively reduce the benefits which any Participant is entitled to receive under any Coverage Contract for any coverage year in which a Participant was a fully qualified Participant without their written consent.

(b) Upon approval, by Board, and upon execution of any amendment by a majority of the Participants, the said amendment shall immediately be effective and binding upon all Participants. Any Participant which has failed to sign the amendment shall have the option of withdrawing from the Authority on the first day of the month next following the month in which a majority of the Participants have completed approval of the amendment, or remaining in the Authority and being bound by such amendment.

2. Termination by Agreement. Participants may terminate any program of the Authority or the Authority without a successor program or entity effective as of the end of the then-current coverage year by an instrument in writing approved by a majority vote of Board, executed by a majority of the Participants; provided, however, if any insurance program of the Authority or the Authority shall be so terminated, such termination shall not reduce or terminate the rights, benefits, and obligations of any Participant as to any claim theretofore presented.

3. Termination by Withdrawals. If, at any time, by reason of withdrawals or terminations of Participants, the Actuary shall advise and Board concurs that any program of the Authority is no longer economically feasible or actuarially sound, then such program or programs shall be terminated and dissolved by Board.

4. Disposition of Funds Upon Termination. Upon termination of any program of the Authority, the Authority shall retain in a liquidation fund such sums up to the entire amount held by the Authority for the benefit of the Participants in such program as the Board deems sufficient to pay the remaining obligations of the program. In the alternative, the Authority may insure or reinsure all outstanding liabilities of Participants in such program. Any funds remaining after termination of a program of the Authority, after adequate provision for all liabilities and claims thereunder, shall be distributed to the then-current Participants in the same proportion as each Participant's total contributions paid by that Participant, reduced by the amount of losses and allocated claims expenses paid on behalf of that Participant, bear to all contributions paid by all Participants, reduced by the total losses and allocated claims expenses paid on behalf of all Participants from the inception of that program to its termination. If the Authority insures or reinsures all outstanding liabilities of Participants, any funds remaining in excess of amounts necessary to pay the cost of such insurance or reinsurance shall be distributed to Participants in accordance with this Section, not later than twelve (12) months after payment of the final insurance or reinsurance premium. If the Authority elects to liquidate the liabilities by means of a liquidation fund, any excess funds shall be distributed not later than twenty-five (25) years following the date of termination. Board shall determine such distribution within six months after disposal of the last pending claim or loss covered by the program being terminated.

5. Termination of the Authority. The Authority itself may be terminated and dissolved in the same manner and subject to the same conditions as any program may be terminated; provided that, in addition, the Treasurer-Auditor shall disburse any funds in the treasury as directed by Board. Board is vested with all powers of the Authority for the purpose of winding up and dissolving the business affairs of the Authority.

XIX

CLAIMS, LITIGATION, OR JUDGMENTS AGAINST THE AUTHORITY

1. Defense of Claims. As to any claim or action against the Authority which is based on or arises out of an occurrence involving an officer or employee of the Authority during the course and in the scope of such duties, who is also an officer or employee of a Participant, such claim or action against the Authority will be defended by the Authority to the extent authorized by law. Such claims or actions shall not be considered claims or actions against such Participant solely as a result of employment by the Authority.

2. Claims and Judgment Against the Authority. Claims and judgments against the Authority, its agents, Board members, officers or employees, shall be paid from, or charged to, the appropriate coverages or self-insured funds the Authority has established and/or purchased against such claims, judgments or losses. Such amounts shall be paid from the Authority’s own coverage or self-insured funds.

XX

MISCELLANEOUS

1. Binding Nature. This Agreement contains the entire agreement of the parties and supersedes all discussions, negotiations or promises made prior to the execution of this Agreement. This Agreement shall be binding upon and inure to the benefit of the original parties hereto and any substitute or additional parties who are bound hereby in accordance with the provisions hereof, their successors and assigns.

2. Notices. Any notices required by law or this Agreement shall be sufficient if given in writing and deposited in the United States mail, postage prepaid, addressed to the Participant at the last address on file with the Authority. Notices to be given to the Authority shall be directed to such address as the Authority shall designate for such purpose.

3. Partial Invalidity. If any one or more of the terms, provisions, promises, covenants, or conditions of this Agreement shall to any extent be judged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

4. Successors. This Agreement shall be binding upon and shall inure to the benefit of successors of the parties.

5. Counterparts. This Agreement may be executed in one or more counterparts, and shall be deemed effective as to all signatories as though signed in one document.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their proper officers thereunto duly authorized, and their official seals to be affixed as of _____, 20__.

Name of Charter School or other Governmental Entity

By: _____

Its: _____

“PARTICIPANT”



State of California
Department of Industrial Relations
OFFICE OF SELF-INSURANCE PLANS

APPLICATION FOR CERTIFICATE OF CONSENT
TO SELF-INSURE AS A PUBLIC AGENCY EMPLOYER SELF-INSURER
All questions must be answered. If not applicable, enter "N/A".

To the Director of the Department of Industrial Relations: The public agency employer identified below submits the following information to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700.

LEGAL NAME OF APPLICANT (Show exactly as on Charter or other official documents):

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Federal Tax ID # of Group: _____

CONTACT - Who Should Correspondence Regarding This Applicant Be Addressed To:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

TYPE OF PUBLIC ENTITY (Check one):

City and/or County School District Police and/or Fire District Hospital District

Joint Powers Authority Other (describe): _____

TYPE OF APPLICATION (Check one):

New Application Reapplication (Merger/Unification) Reapplication (Name Change)

Other (describe): _____

Date Self-Insurance Program will begin: _____

CURRENT WORKERS' COMPENSATION PROGRAM

Currently Insured with State Fund Policy # _____ Expiration Date: _____

Currently Self Insured, Certificate # _____

Other (describe): _____

CLAIMS ADMINISTRATION

Who will be administering your agency's workers' compensation claims? (Check one)

JPA will administer

Third Party Administrator, TPA Certificate # _____

Public entity will self-administer

Insurance Carrier will administer

Name of Third Party Administrator:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

of claims reporting locations to be used to handle Agency's claims: _____

Does applicant currently have a California Certificate of Consent to Self-Insure? Yes No

If yes, what is the current Certificate Number: _____

Total Number of Affiliate's California employees to be covered by Group: _____

AGENCY EMPLOYER

Current # of Agency Employees: _____ # of Public Safety Employees (police//fire): _____

If school District, # of certificated employees: _____

Will all Agency employees be covered by this self-insurance plan? Yes No

If 'No', explain who is not covered and how workers' compensation coverage will be provided to the excluded employees:

JOINT POWERS AUTHORITY

Will applicant be a member of a JPA for workers' compensation ?

Yes No (If 'yes', complete the following)

Effective date of JPA Membership: _____ JPA Certificate # _____

Name of JPA: _____

AGENCY SAFETY PROGRAM

Does the Agency have a written Injury and Illness Prevention Program (IIPP)? Yes No

Individual responsible for Agency workplace safety and IIPP program:

Name: _____ Title: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip + 4: _____ - _____

Phone: _____ E-Mail: _____

SUPPLEMENTAL COVERAGE

1.) Will your program be supplemented by any insurance or pooled coverage under a **STANDARD** workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

2.) Will your program be supplemented by any insurance or pooled coverage under a **SPECIFIC EXCESS** workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

3.) Will your program be supplemented by any insurance or pooled coverage under an **AGGREGATE EXCESS** (stop loss) specific excess workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

RESOLUTION FROM GOVERNING BOARD

Attach a properly executed Governing Board Resolution. See attached sample resolution on page 5.

CERTIFICATION

The undersigned on behalf of the applicant hereby applies for a Certificate of Consent to Self-Insure the payment of workers' compensation liabilities pursuant to Labor Code Section 3700. The above information is submitted for the purpose of procuring said Certificate from the Director of Industrial Relations, State of California. If the Certificate is issued, the applicant agrees to comply with applicable California statutes and regulations pertaining to the payment of compensation that may become due to the applicant's employees covered by the Certificate.

X _____ DATE: _____
SIGNED: Authorized Official / Representative

Printed Name

Title

Agency Name

RESOLUTION NO.: _____ DATED: _____

**A RESOLUTION AUTHORIZING APPLICATION
TO THE DIRECTOR OF INDUSTRIAL RELATIONS, STATE OF CALIFORNIA
FOR A CERTIFICATE OF CONSENT TO SELF-INSURE
WORKERS' COMPENSATION LIABILITIES**

At a meeting of the _____
(Enter Name of the Board)

of the _____
(Enter Name of Public Agency, District, Etc.)

a _____ organized and existing under the
(Enter Type of Agency, i.e., County, City, School District, etc.)

laws of the State of California, held on the _____ day of _____, 20____,

the following resolution was adopted:

RESOLVED, that the above named public agency is authorized and empowered to make application to the Director of Industrial Relations, State of California, for a Certificate of Consent to Self-Insure workers' compensation liabilities and representatives of Agency are authorized to execute any and all documents required for such application.

IN WITNESS WHEREOF: I HAVE SIGNED AND AFFIXED THE AGENCY SEAL.

X _____ DATE: _____
SIGNED: Board Secretary or Chair

Printed Name

Title

Agency Name

Affix Seal Here

Coversheet

9th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

Section: VIII. 9th Amended Limited Services Agreement with Pueblo Nuevo
Education and Development Group

Item: A. 9th Amended Limited Services Agreement with Pueblo Nuevo
Education and Development Group

Purpose: Vote

Submitted by:

Related Material:

Ninth Amended Limited Services Agreement (July 1 2024).final.pdf

Eight Amended Limited Services Agreement (July 1 2023) (4886-2294-4352.v1) corrected.pdf

**SEVENTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY**

Effective Date: July 1, 2024

This Seventh Amended Agreement for Limited Services (“Agreement”) is entered into and effective July 1, 2024, 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. In furtherance of its charitable purposes, CNCA has promoted, expanded and replicated the CNCA model by creating and opening new charter schools, supporting schools that provide education based on the CNCA model, and providing integrated community support services for students and families.

C. 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.

D. In order to benefit and further the charitable purposes of both Parties, CNCA and PN-EDG entered into an Agreement for Limited Services effective July 1, 2016 (“Initial Agreement”) for PN-EDG to perform certain task-related services that were historically provided by CNCA, thereby allowing CNCA to focus on charter school operations.

E. The Parties amended the Initial Agreement by entering into a First Amended Limited Services Agreement effective July 1, 2017, a Second Amended Limited Services Agreement effective July 1, 2018, a Third Amended Limited Services Agreement effective February 1, 2019, a Fourth Amended Limited Services Agreement effective July 1, 2019, a Fifth Amended Limited Services Agreement effective July 1, 2020, Sixth Amended Limited Services Agreement, Seventh Amended Limited Services Agreement and a Eighth Amended Limited Services Agreement effective July 1, 2024 (collectively the “Amended Agreements”).

F. The Parties now desire to update the services PN-EDG provides to CNCA by entering into this Agreement, which shall amend, replace, and supersede the Initial Agreement and Amended Agreements beginning July 1, 2024 and successive terms until and unless amended pursuant to Section 2.1, or terminated pursuant to Section 2.2.

NOW, THEREFORE, the Initial Agreement and the Amended Agreements are hereby amended to read in their entirety as follows:

1. RELATIONSHIP OF THE PARTIES

1.1. PN-EDG and CNCA shall each maintain their respective separate corporate existences.

1.2. Except for any obligations created under this Agreement or any other written agreement entered into by and between the Parties, neither Party shall (i) assume or become obligated in any way for the debts, liabilities or obligations of the other Party, or (ii) have any rights or interests in or to any asset of the other Party. The only payment made by CNCA to PN-EDG pursuant to this Agreement shall be the compensation specified in Section 4.

1.3. 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.

2. TERM OF AGREEMENT

2.1. This Agreement shall take effect on July 1, 2024 for a term of twelve (12) months, ending on June 30, 2025. This Agreement shall automatically renew at the end of this term for consecutive successive one year terms from July 1 through June 30 each year, and on the same terms and conditions herein, unless amended or terminated in accordance with Section 2.2 below.

2.2. This Agreement may be terminated as follows:

2.2.1. By either CNCA or PN-EDG upon one hundred twenty (120) days prior written notice to the other Party, with or without cause;

2.2.2. By mutual agreement of the Parties; or,

2.2.3. Upon commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law; or if any involuntary case under any bankruptcy, insolvency, or similar law is filed against either Party.

2.3. In the event of termination for any reason, the following conditions shall apply:

2.3.1. CNCA shall pay PN-EDG any due and unpaid portion of the compensation defined in Section 4 below for services performed by PN-EDG until the effective date of termination;

2.3.2. PN-EDG shall provide reasonable assistance to CNCA to transition its services to another service provider or in-house to CNCA, during which time CNCA shall reimburse PN-EDG for all reasonable expenses incurred by PN-EDG in providing such transition assistance; and,

2.3.3. As soon as practicable, PN-EDG shall return to CNCA and/or destroy, as appropriate, all student-related, confidential and other records of CNCA that are maintained by PN-EDG.

3. LIMITED SERVICES

3.1. PN-EDG shall provide the limited task-related services and support described in Sections 3.2 through 3.4 below, including the staff necessary to provide this support, to CNCA and existing and new CNCA schools so that they operate in a manner consistent with the terms of their charters and agreements with authorizer(s). The CNCA Board and its Chief Executive Officer shall at all times retain ultimate responsibility for and control of the management and operation of the CNCA charter schools, including but not limited to governance and the administration and delivery of curriculum, and managing day-to-day operations. PN-EDG's limited services and support are task-related and shall not extend to management or governance of CNCA or any charter school operated by CNCA, and the services shall be performed at the direction of the CNCA Board and its Chief Executive Officer, who shall retain ultimate decisionmaking authority at all times.

3.2. PN-EDG shall provide the following early childhood services (TK), alumni services, development, home support office services and integrated community support services:

- (a) Providing support for the implementation of "dashboard" goals for parent engagement at the CNCA school sites;
- (b) Providing resources, partnership opportunities and technical assistance to the Parents as Partners programs at CNCA school sites on such topics as college knowledge, academics, physical health, mental health, and other family support needs such as financial literacy, immigration, and housing;
- (c) Establishing and maintaining a data system for effective partnership management, student and family and site participation in experiential learning opportunities and integrated support services;
- (d) Professional development and training on topics essential to Parents as Partners program and integrated support services, such as managing student health records and other data, case management and referral process, and student attendance and discipline management;
- (e) Home office support services; and,
- (f) Assisting CNCA with promotion, expansion and replication of the CNCA instructional model by supporting CNCA's efforts to create and open new schools.

3.3. PN-EDG shall provide the following support with regard to CNCA afterschool, intersession, and summer school enrichment programs in accordance with the Expanded Learning Opportunities Program ("ELOP"):

- (a) Training and support for compliance with ELOP funding requirements;
- (b) Support CNCA in its recruitment and hiring of ELOP site coordinators and afterschool intervention staff;
- (c) Program support for summer school and intersessions (Winter & Spring (9 hours)), including operational and new facilities support;

- (d) Program support for afterschool program, including recruitment and enrollment of students, operational support, nutrition support to include supper, and new facilities support;
- (e) Program development for TK/K specific afterschool activities; and,
- (f) Academic support for intervention program during afterschool, summer school and intersession.

3.4. PN-EDG shall provide mental health program services to CNCA students and their families through accessible and free psychotherapy in school settings, as a continuation of the services previously performed by the Los Angeles Child Development Center.

4. COMPENSATION

4.1. As compensation for the services described in Section 3.2 above, CNCA agrees to pay PN-EDG twelve percent (12%) of the operational funding (as defined in Education Code Section 47632(f)) of each CNCA school as projected by PN-EDG on or about July 1, 2024, and on or about July 1 of each year thereafter so long as the Agreement is renewed ("Base Compensation"). The Parties estimate Base Compensation for the 2024-2025 school year to be \$6,403,168.

4.2. As compensation for the ELOP services described in Section 3.3 above, the "ELOP Compensation" for the 2024-2025 school year shall be \$250,000.

4.3. As compensation for the mental health program services described in Section 3.4 above, the "Mental Health Program Compensation" for the 2024-2025 school year shall be \$906,002.99. For July through September, \$226,500.75 will be paid as Mental Health Program Compensation. For October through June, \$679,502.24 will be paid as Mental Health Program Compensation.

4.4. PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services described in Section 3.2 above, the ELOP Compensation for the services described in Section 3.3 above, and the Mental Health Program Compensation for the services described in Section 3.4 above. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,600,792 as Base Compensation, \$62,500 as ELOP Compensation, and \$226,500.75 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2024. After the initial three (3) month period (July - September), the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school on a monthly basis.

4.5. As further consideration for the services described in Section 3 above, CNCA shall make available to PN-EDG furnished shared office and administrative space at CNCA's offices, for the term of this Agreement. PN-EDG is to provide its own equipment, materials and supplies that are necessary for PN-EDG's services.

5. LIABILITY

5.1. Insurance

5.1.1. 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.

5.1.2. PN-EDG will procure and 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.

5.1.3. Each Party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

5.2. It is the intent of the Parties that CNCA be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on PN-EDG any liability arising out of the operations of CNCA, except such liability that may result from the provisions of services by PN-EDG to CNCA.

5.3. 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.

6. NOTICE

All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party's address set forth below:

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Board President

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer

7. FIDUCIARY OBLIGATIONS

The Boards of Directors 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. CONTROLLING LAW

This Agreement shall be governed by and interpreted under the laws of the State of California.

14. 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.

15. ARBITRATION

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association,

and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

16. 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.

17. 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.

18. COUNTERPARTS

This Agreement may be executed in two or more counterparts and signed electronically, 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 date set forth above.

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

By: _____
Name: _____
Its: _____
Date: _____, 2024

By: _____
Name: _____
Its: _____
Date: _____, 2024

**EIGHTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY**

Effective Date: July 1, 2023

This Eighth Amended Agreement for Limited Services (“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. In furtherance of its charitable purposes, CNCA has promoted, expanded and replicated the CNCA model by creating and opening new charter schools, supporting schools that provide education based on the CNCA model, and providing integrated community support services for students and families.

C. 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.

D. In order to benefit and further the charitable purposes of both Parties, CNCA and PN-EDG entered into an Agreement for Limited Services effective July 1, 2016 (“Initial Agreement”) for PN-EDG to perform certain task-related services that were historically provided by CNCA, thereby allowing CNCA to focus on charter school operations.

E. The Parties amended the Initial Agreement by entering into a First Amended Limited Services Agreement effective July 1, 2017, a Second Amended Limited Services Agreement effective July 1, 2018, a Third Amended Limited Services Agreement effective February 1, 2019, a Fourth Amended Limited Services Agreement effective July 1, 2019, a Fifth Amended Limited Services Agreement effective July 1, 2020, a Sixth Amended Limited Services Agreement effective July 1, 2021, and a Seventh Amended Limited Services Agreement effective July 1, 2022 (collectively the “Amended Agreements”).

F. The Parties now desire to update the services PN-EDG provides to CNCA by entering into this Agreement, which shall amend, replace, and supersede the Initial Agreement and Amended Agreements beginning July 1, 2023 and successive terms until and unless amended pursuant to Section 2.1, or terminated pursuant to Section 2.2.

NOW, THEREFORE, the Initial Agreement and the Amended Agreements are hereby amended to read in their entirety as follows:

1. RELATIONSHIP OF THE PARTIES

1.1. PN-EDG and CNCA shall each maintain their respective separate corporate existences.

1.2. Except for any obligations created under this Agreement or any other written agreement entered into by and between the Parties, neither Party shall (i) assume or become obligated in any way for the debts, liabilities or obligations of the other Party, or (ii) have any rights or interests in or to any asset of the other Party. The only payment made by CNCA to PN-EDG pursuant to this Agreement shall be the compensation specified in Section 4.

1.3. 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.

2. TERM OF AGREEMENT

2.1. This Agreement shall take effect on July 1, 2023 for a term of twelve (12) months, ending on June 30, 2024. This Agreement shall automatically renew at the end of this term for consecutive successive one year terms from July 1 through June 30 each year, and on the same terms and conditions herein, unless amended or terminated in accordance with Section 2.2 below.

2.2. This Agreement may be terminated as follows:

2.2.1. By either CNCA or PN-EDG upon one hundred twenty (120) days prior written notice to the other Party, with or without cause;

2.2.2. By mutual agreement of the Parties; or,

2.2.3. Upon commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law; or if any involuntary case under any bankruptcy, insolvency, or similar law is filed against either Party.

2.3. In the event of termination for any reason, the following conditions shall apply:

2.3.1. CNCA shall pay PN-EDG any due and unpaid portion of the compensation defined in Section 4 below for services performed by PN-EDG until the effective date of termination;

2.3.2. PN-EDG shall provide reasonable assistance to CNCA to transition its services to another service provider or in-house to CNCA, during which time CNCA shall reimburse PN-EDG for all reasonable expenses incurred by PN-EDG in providing such transition assistance; and,

2.3.3. As soon as practicable, PN-EDG shall return to CNCA and/or destroy, as appropriate, all student-related, confidential and other records of CNCA that are maintained by PN-EDG.

3. LIMITED SERVICES

3.1. PN-EDG shall provide the limited task-related services and support described in Sections 3.2 through 3.4 below, including the staff necessary to provide this support, to CNCA and existing and new CNCA schools so that they operate in a manner consistent with the terms of their charters and agreements with authorizer(s). The CNCA Board and its Chief Executive Officer shall at all times retain ultimate responsibility for and control of the management and operation of the CNCA charter schools,

including but not limited to governance and the administration and delivery of curriculum, and managing day-to-day operations. PN-EDG's limited services and support are task-related and shall not extend to management or governance of CNCA or any charter school operated by CNCA, and the services shall be performed at the direction of the CNCA Board and its Chief Executive Officer, who shall retain ultimate decision-making authority at all times.

3.2. PN-EDG shall provide the following early childhood services (TK), alumni services, development, home support office services and integrated community support services:

- (a) Providing support for the implementation of "dashboard" goals for parent engagement at the CNCA school sites;
- (b) Providing resources, partnership opportunities and technical assistance to the Parents as Partners programs at CNCA school sites on such topics as college knowledge, academics, physical health, mental health, and other family support needs such as financial literacy, immigration, and housing;
- (c) Establishing and maintaining a data system for effective partnership management, student and family and site participation in experiential learning opportunities and integrated support services;
- (d) Professional development and training on topics essential to Parents as Partners program and integrated support services, such as managing student health records and other data, case management and referral process, and student attendance and discipline management;
- (e) Home office support services; and,
- (f) Assisting CNCA with promotion, expansion and replication of the CNCA instructional model by supporting CNCA's efforts to create and open new schools.

3.3. PN-EDG shall provide the following support with regard to CNCA afterschool, intersession, and summer school enrichment programs in accordance with the Expanded Learning Opportunities Program ("ELOP"):

- (a) Training and support for compliance with ELOP funding requirements;
- (b) Support CNCA in its recruitment and hiring of ELOP site coordinators and afterschool intervention staff;
- (c) Program support for summer school and intersessions (Winter & Spring (9 hours)), including operational and new facilities support;
- (d) Program support for afterschool program, including recruitment and enrollment of students, operational support, nutrition support to include supper, and new facilities support;
- (e) Program development for TK/K specific afterschool activities; and,

- (f) Academic support for intervention program during afterschool, summer school and intersession.

3.4. PN-EDG shall provide mental health program services to CNCA students and their families through accessible and free psychotherapy in school settings, as a continuation of the services previously performed by the Los Angeles Child Development Center.

4. COMPENSATION

4.1. As compensation for the services described in Section 3.2 above, CNCA agrees to pay PN-EDG twelve percent (12%) of the operational funding (as defined in Education Code Section 47632(f)) of each CNCA school as projected by PN-EDG on or about July 1, 2023, and on or about July 1 of each year thereafter so long as the Agreement is renewed (“Base Compensation”). The Parties estimate Base Compensation for the 2023-2024 school year to be \$6,234,910.00.

4.2. As compensation for the ELOP services described in Section 3.3 above, the “ELOP Compensation” for the 2023-2024 school year shall be \$250,000.00.

4.3. As compensation for the mental health program services described in Section 3.4 above, the “Mental Health Program Compensation” for the 2023-2024 school year shall be \$722,790.00.

4.4. PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services described in Section 3.2 above, the ELOP Compensation for the services described in Section 3.3 above, and the Mental Health Program Compensation for the services described in Section 3.4 above. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,558,727.50 as Base Compensation, \$62,500 as ELOP Compensation, and \$180,697.50 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2023. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.

4.5. As further consideration for the services described in Section 3 above, CNCA shall make available to PN-EDG furnished shared office and administrative space at CNCA’s offices, for the term of this Agreement. PN-EDG is to provide its own equipment, materials and supplies that are necessary for PN-EDG’s services.

5. LIABILITY

5.1. Insurance

5.1.1. 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.

5.1.2. PN-EDG will procure and 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.

5.1.3. Each Party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

5.2. It is the intent of the Parties that CNCA be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on PN-EDG any liability arising out of the operations of CNCA, except such liability that may result from the provisions of services by PN-EDG to CNCA.

5.3. 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.

6. NOTICE

All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party's address set forth below:

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Board President

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer

7. FIDUCIARY OBLIGATIONS

The Boards of Directors 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. CONTROLLING LAW

This Agreement shall be governed by and interpreted under the laws of the State of California.

14. 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.

15. ARBITRATION

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

16. 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.

17. 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.

18. COUNTERPARTS

This Agreement may be executed in two or more counterparts and signed electronically, 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 date set forth above.

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

DocuSigned by:
Adriana Abich
By: _____
Name: Adriana Abich
Its: CEO
Date: 10/31/2023, 2023

DocuSigned by:
Tamara Powers
By: _____
Name: Tamara Powers
Its: Board Chair
Date: 11/1/2023, 2023

Coversheet

2024-2025 Calendar and Instructional Minutes

Section: IX. 2024-2025 Calendar and Instructional Minutes
Item: A. 2024-2025 Calendar and Instructional Minutes
Purpose: Vote
Submitted by:
Related Material: 24-25 CNCA Calendar.pdf

2024-2025
TK - 8 Calendar

July 2024							August 2024							September 2024							October 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				NT	NT	3	1	H	X	X	ER	X	7	5	X	X	X	ER	X	12	
7	LIT	LIT	LIT	LIT	LIT	13	4	SD	SD	SD	SD	10	8	X	X	X	ER	X	14	13	H	X	X	X	X	19	
14	15	16	17	18	19	20	11	M	M	M	M	17	15	X	X	X	ER	X	21	20	X	X	SD	SD	SD	26	
21	22	23	24	25	26	27	18	X	X	X	ER	X	24	22	X	X	X	ER	X	28	27	X	X	M	M		
28	NT	NT	NT				25	X	X	X	ER	MW	31	29	X												

November 2024							December 2024							January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					M	2	1	X	X	X	ER	X	7	1	X	X	H	PTF	SD	4	1	X	X	X	ER	X	1
3	X	X	X	ER	X	9	8	X	X	X	ER	MW	14	5	SD	SD	X	X	X	11	2	X	X	X	ER	X	8
10	H	X	X	ER	X	16	15	PTF	PTF	PTF	PTF	21	12	X	X	X	ER	X	18	9	X	M	M	M	MW	15	
17	X	X	X	ER	MW	23	22	H	H	H	H	28	19	H	X	X	ER	X	25	16	H	X	X	ER	X	22	
24	PTF	PTF	H	H	H	30	29	H	H				26	X	X	X	ER	X		23	X	X	X	ER	X		

March 2025							April 2025							May 2025							June 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1					ER	X	5					M	M	3	1	X	X	X	ER	X	7
2	X	X	X	ER	X	8	6	X	X	X	ER	MW	12	4	X	X	X	ER	X	10	8	X	X	X	ER	X	14
9	X	X	X	X	X	15	13	H	H	H	H	19	11	X	X	X	ER	X	17	15	X	X	X	H	M	21	
16	X	X	X	ER	X	22	20	X	X	X	SD	SD	26	18	X	X	X	ER	X	24	22	SD	24	25	26	27	28
23	X	X	X	ER	X	29	27	X	X	M			25	H	X	X	ER	X	31	29	30						
30	SD																										

X	Regular Instructional Day
ER	Early Release Day
M	Minimum Day
H	Holiday
NT	New Teacher
SD	Staff Development (in-service, pupil free day)
PTF	Pupil/Teacher Free Day (All 11 and 12 month school leader and HSO Staff work this day)
MW	Minimum Wellness Day
Holidays:	
7/24/2024	4th of July
9/22/2024	Labor Day
10/14/2024	Indigenous Peoples' Day
11/11/2024	Veteran's Day
11/27/2024 - 11/29/2024	Fall Break
12/22/2024-1/02/2025	Winter Break
1/1/2025	New Year's Day
1/20/2025	Martin Luther King Jr. Day
2/17/2025	Presidents Day
4/14/2025 - 4/16/2025	Spring Break
5/6/2025-5/9/2025	Teacher and Staff Appreciation
5/26/2025	Memorial Day
6/19/2025	Juneteenth
Other:	
08.12.2024	First Day of School
06.20.2025	Last Day of School
03.31.2025	Success Conference
10.30.2024 - 11.01.2024	Parent/Teacher Conferences
02.11.2025 - 02.13.2025	Parent/Teacher Conferences
04.30.2025 - 05.02.2025	Parent/Teacher Conferences

Quarters

S1	08.12.2024 - 01.24.2025	S2	01.26.2025-06.20.2025
46 Days	Q1 08.12 - 10.16	46 Days	1.29 - 04.07
46 Days	Q2 10.17 - 01.28	46 Days	04.08 - 06.20

Month	Regular	Early	Minimum	MW	SD	Instr. Days	Work Days
July							
August	7	2	5	1	5	15	20
September	16	4	0	0	0	15	20
October	16	1	2	0	3	19	22
November	10	3	1	1	0	15	15
December	7	2	0	1	0	10	10
January	14	3	0	0	3	17	20
February	12	3	3	1	0	19	19
March	17	3	0	0	1	20	21
April	11	2	1	1	2	15	17
May	15	4	2	0	0	21	21
June	11	2	1	0	1	14	15
	136	29	15	5	15	185	200

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2024-2025
9 - 12 Calendar

July 2024							August 2024							September 2024							October 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				NT	NT	3	1	H	X	X	ER	X	7	5	X	X	X	ER	X	12	
7	LIT	LIT	LIT	LIT	LIT	13	4	SD	SD	SD	SD	10	8	X	X	X	ER	X	14	13	H	X	X	X	M	19	
14	15	16	17	18	19	20	11	M	M	M	M	17	15	X	X	X	ER	X	21	20	M	M	SD	SD	SD	26	
21	22	23	24	25	26	27	18	X	X	X	ER	X	24	22	X	X	X	ER	X	28	27	X	X	X	X		
28	NT	NT	NT				25	X	X	X	ER	MW	31	29	X												

November 2024							December 2024							January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					X	2						X	7				H	PTF	SD	4							1
3	X	X	X	ER	X	9	1	X	X	X	ER	MW	14	5	SD	SD	X	X	X	11	2	X	X	X	ER	X	8
10	H	X	X	X	X	16	8	PTF	PTF	PTF	PTF	PTF	21	12	X	X	X	ER	X	18	9	X	X	X	X	MW	15
17	X	X	X	ER	MW	23	15	H	H	H	H	H	28	19	H	X	X	ER	X	25	16	H	X	X	X	ER	22
24	PTF	PTF	H	H	H	30	22	H	H					26	X	X	X	ER	X		23	X	X	X	ER	X	

March 2025							April 2025							May 2025							June 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1						X	5						X	3							7
2	X	X	X	ER	X	8	6	X	M	M	M	MW	12	4	X	X	X	ER	X	10	8	X	X	X	ER	X	14
9	X	X	X	X	X	15	13	H	H	H	H	H	19	11	X	X	X	ER	X	17	15	M	M	M	H	M	21
16	X	X	X	ER	X	22	20	X	X	X	SD	SD	26	18	X	X	X	ER	X	24	22	SD	24	25	26	27	28
23	X	X	X	ER	X	29	27	X	X	X				25	H	X	X	ER	X	31	29	30					
30	SD																										

X	Regular Instructional Day
ER	Early Release Day
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1/1/2025	New Year's Day
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2/17/2025	Presidents Day
4/14/2025 - 4/18/2025	Spring Break
5/6/2025-5/9/2025	Teacher and Staff Appreciation
5/26/2025	Memorial Day
6/19/2025	Juneenth

Other:	
08.12.2024	First Day of School
06.20.2025	Last Day of School
03.31.2025	Success Conference
10.18.2024 - 10.22.2024	Parent/Teacher Conferences
04.08.2025 - 04.11.2025	Parent/Teacher Conferences

Quarters

S1	08.12.2024 - 12.13.2024	S2	12.13.2024 - 06.20.2025
39 Days	Q1 08.12 - 10.04	56 Days	12.14 - 03.28
40 Days	Q2 10.01 - 12.13	50 Days	03.29 - 06.20
79 Days			

Month	Regular	Early	Minimum	MW	SD	Instr. Days	Work Days
July							
August	7	2	5	1	5	15	20
September	16	4	0	X	0	15	20
October	15	1	3	0	3	19	22
November	12	2	0	1	0	15	15
December	7	2	0	1	0	10	10
January	14	3	0	0	3	17	20
February	15	3	0	1	0	19	19
March	17	3	0	0	1	20	21
April	10	1	3	1	2	15	17
May	17	4	0	0	0	21	21
June	8	2	4	0	1	14	15
	138	27	15	5	15	185	200

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Coversheet

Presentation of SY 23-24 Local Indicators

Section: X. Presentation of SY 23-24 Local Indicators
Item: A. Presentation of SY 23-24 Local Indicators
Purpose: Vote
Submitted by:
Related Material: Local Indicators and LCAP Presentation 06.18.2024.pdf
2023-2024 CA Dashboard Local Indicators.pdf

Local Priorities

06.18.2024

CA Dashboard 101

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1 Current year results, and

2 Whether results improved from the prior year.

Two Types of Indicators

- ❑ **Statewide Indicators** → Pre-populated Data that comes directly from CNCA's submission to CALPADS
- ❑ **Local Indicators** → Self Reported



This is our focus today.

Why are these metrics significant?

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- Chronic Absenteeism
- College/Career Readiness*
- English Learner Progress
- High School Graduation Rate
- Suspension Rate

Schools and districts receive one of five Status levels on each of the state measures. For the 2022 Dashboard, the Status levels are reflective of the performance achieved during the 2021–22 school year.



Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

**Note: The College/Career Readiness measure is not reported on the 2022 Dashboard. Reporting of this measure will resume in 2023.*

What are the Local Indicators?

Local Indicators

What are the local indicators?

State data is not available for some priority areas identified in the Local Control Funding Formula statute. For these priority areas, the California State Board of Education (SBE) approved the local indicators, which are based on information that a local educational agency (LEA) collects locally. The local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate, as measured by a local climate survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Outcomes in a Broad Course of Study (Priority 8)
- Coordination of Services for Expelled Youth (Priority 9) – County offices of education only
- Coordination of Services for Foster Youth (Priority 10) – County offices of education only

CNCA's Ratings

- ❑ (Priority 1) Basic Services and Conditions - Met
- ❑ (Priority 2) Implementation of State Academic Standards - Met
- ❑ (Priority 3) Parent and Family Engagement - Met
- ❑ (Priority 6) School Climate - Met
- ❑ (Priority 7) Access to a Broad Course of Study - Met
- ❑ (Priority 8) Outcomes in a Broad Course of Study - Met



LCAP Annual Update

06.18.2024

What is the LCAP?

- **3-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities**
- **Submitted for a 3-year cycle with annual updates**
- **Development includes**
 - a. **Reflection on prior plans and follow-up actions**
 - b. **Addressing 8 state priorities and CA Dashboard Status**
 - c. **Goal, action, and metric development**
 - d. **Gathering stakeholder feedback**
 - e. **Resource allocation of state and federal funds**

Goals and Action Items

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.

Provide necessary standards-aligned curriculum

Support parents in helping their students increase SBAC proficiency in ELA and Math

Provide elective courses

Use federal funding to supplement our curriculum

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

Ensure adequate school facility operations

Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)

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

Leverage school staff across departments to foster positive pupil engagement

Provide student-facing supports across the school community to improve school climate

End of Cycle Outcome - Goal 1 Progress

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.

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
SBAC Math	Will update for Mid-Year Update 2024				
SBAC ELA					
SBAC Science					
EL Reclassification					
HS: Pupils that pass AP exams with a score of 3 or higher					
HS: Pupils prepared for college by the EAP					
HS: A-G Requirements progress/A-G (graduation rate)					

End of Cycle Outcome - Goal 2 Progress

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

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	65%	57%	53.50%	51%	72%
Local Indicator: # of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Whether school meets expectations of the CNCA Facility Audit	Met	Met	Met	Met	Met

End of Cycle Outcome - Goal 3 Progress

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

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Attendance Rate	Will update for Mid-Year Update 2024				
Chronic Absenteeism Rate					
Middle School Dropout Rate					
Expulsion Rate					
Local Indicator: Student Survey Question "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college"	We removed this question				
Local Indicator: Parent Survey Subsection: Family Engagement: "The degree to which families become involved with and interact with their child's school"	74%	77%	CAS: 80	76%	70%
			EIS: 72%		
HS: Dropout Rate	Will update for Mid-Year Update 2024				
HS: Graduation Rate					

2024-2027 LCAP Cycle: New Cycle, New Goals



2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>Bridging Towards Belonging: Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance Rate <input type="checkbox"/> Chronic Absenteeism <input type="checkbox"/> Dropout Rate <input type="checkbox"/> Suspension and Expulsion Data <input type="checkbox"/> Facility Inspection Toolkit Data <input type="checkbox"/> Student Climate Survey: Sense of Safety and Belonging <input type="checkbox"/> Family Climate Survey: School Safety and Sense of Connectedness <input type="checkbox"/> Parental Involvement

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriately Credentialed and Assigned Teachers <input type="checkbox"/> Percent Of Students <input type="checkbox"/> Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home <input type="checkbox"/> Implementation of California academic content and performance standards for all students <input type="checkbox"/> % of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD <input type="checkbox"/> Teacher Climate Survey: Sense of Safety and Connectedness <input type="checkbox"/> Broad Course of Study <input type="checkbox"/> HS: A-G Requirements <input type="checkbox"/> HS: Graduation Rate

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CAASPP Performance: Math and ELA <input type="checkbox"/> CAST Performance <input type="checkbox"/> ELPI <input type="checkbox"/> EL Reclassification <input type="checkbox"/> Internal Verified Data % Meeting Growth Metrics: i-Ready





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**CA Dashboard: Local Indicators
2023-2024**

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	1	0	0	0
Vacant Teacher Positions	0	0	2	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)	4
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)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5
History-Social Science	5

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	5
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	4

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 4-12 with some piloting teachers in grades K-3. For History and Social Science, we completed a multi-year partnership with the UCLA History and Geography Project to create and implement 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.	4
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3



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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>5</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 Student and Family Services Coordinators at each school that are guided and supported by the Director of Family Engagement and Advocacy at the Home Support Office for alignment and consistency across the program.
- b. A fully implemented common communication platform called Parent Square is used to allow for two-way communication between staff and families. The platform has a variety of features, which includes the capability for posting information, collecting survey/poll responses, sending messages to a targeted audience, and allowing direct messages. Our communication platform can automatically translate 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. Families 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 are held for staff on how to build meaningful relationships with families.
- d. Coaching sessions are held with teachers on how to communicate with families and work alongside to support student achievement.
- e. Case management and referrals are done for families in need of social services, mental health, medical services, housing resources, etc.
- f. Families 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 families 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 is necessary for schools to create more opportunities for teachers, school leaders, classified staff, and families 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 will have readily available translators, when in need, for meetings. They will also reach out to families who are underrepresented through home visits. Home visits are encouraged as a tool to establish a connection with families and offer support when engaging with the school becomes difficult. Schools will also always seek to host social events where all family’s cultures are 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.	4
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

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 capacity in families to support their children at home by offering academic family workshops. Some examples include:
 - i. Prepping families/students for SBAC/ELPAC
 - ii. Understanding SBAC/ELPAC results/reports
 - iii. Our Special Education Program
 - 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 Program

According to our Winter 2023 Family Survey 98% of families who attended workshops believe they allowed them to gain important information about their child and the school.

- b. Schools conduct parent-teacher conferences in October, January and April. During these conferences, families have the opportunity to talk to teachers about their child’s academic progress and learn about how they can support their child at home.
- c. Schools share academic data, school goals, updates, and helpful tips during their monthly family meetings with the leadership team.
- d. Families 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 must continue to encourage teachers to connect with families consistently regarding their student’s academic progress. Updates on student progress must not be limited to parent-teacher conferences. Schools must create more opportunities for families to learn the curriculum, assessments, and how they can support their students with homework and create positive learning environments. More professional development is also needed to guide teachers on best practices for how to present data in a family 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 families to better understand the education system and how their support is crucial for student achievement. A partnership must exist where teachers and families are learning from each other about 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.	2

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 on the School Site Council provide input on the LCAP goals, Consolidated App., School Safety Plan, Wellness Policy, Parent Involvement Policy, as well as on 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 to read through it and provide feedback. This allows all families an opportunity to provide input.
- c. Families receive an annual survey which allows them to anonymously provide feedback regarding their experience with our schools as well as what they think the schools are doing well and what the schools can improve in. Results are shared with all stakeholders which then allows us to track trends and progress and make any adjustments needed to improve families’ experiences at our schools.
- d. During our monthly family meetings with the leadership team, families have ample time to ask questions, share concerns and offer solutions about any updates discussed.
- e. Families can reach out to school leaders, teachers, and other staff 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.



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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 Seeking Input for Decision-Making.

Schools need to strengthen their efforts in recruiting and training families, teachers, and staff to participate in leadership committees like SBC and ELAC. 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 all families to be able to attend and 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 level, 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)

We are currently 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

Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2

Section:	XI. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2
Item:	A. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2
Purpose:	Vote
Submitted by:	
Related Material:	Local Indicators and LCAP Presentation 06.18.2024.pdf CNCA PlanDownload 6.11.24.pdf CNCA2 PlanDownload 6.11.24.pdf CNES3 LCAP 6.10.24.pdf CNCA4 LCAP 6.10.24.pdf CNHS2 LCAP 6.10.24.pdf

Local Priorities

06.18.2024

CA Dashboard 101

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1 Current year results, and

2 Whether results improved from the prior year.

Two Types of Indicators

- ❑ **Statewide Indicators** → Pre-populated Data that comes directly from CNCA's submission to CALPADS
- ❑ **Local Indicators** → Self Reported



This is our focus today.

Why are these metrics significant?

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- Chronic Absenteeism
- College/Career Readiness*
- English Learner Progress
- High School Graduation Rate
- Suspension Rate

Schools and districts receive one of five Status levels on each of the state measures. For the 2022 Dashboard, the Status levels are reflective of the performance achieved during the 2021–22 school year.



Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

**Note: The College/Career Readiness measure is not reported on the 2022 Dashboard. Reporting of this measure will resume in 2023.*

What are the Local Indicators?

Local Indicators

What are the local indicators?

State data is not available for some priority areas identified in the Local Control Funding Formula statute. For these priority areas, the California State Board of Education (SBE) approved the local indicators, which are based on information that a local educational agency (LEA) collects locally. The local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate, as measured by a local climate survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Outcomes in a Broad Course of Study (Priority 8)
- Coordination of Services for Expelled Youth (Priority 9) – County offices of education only
- Coordination of Services for Foster Youth (Priority 10) – County offices of education only

CNCA's Ratings

- ❑ (Priority 1) Basic Services and Conditions - Met
- ❑ (Priority 2) Implementation of State Academic Standards - Met
- ❑ (Priority 3) Parent and Family Engagement - Met
- ❑ (Priority 6) School Climate - Met
- ❑ (Priority 7) Access to a Broad Course of Study - Met
- ❑ (Priority 8) Outcomes in a Broad Course of Study - Met



LCAP Annual Update

06.18.2024

What is the LCAP?

- **3-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities**
- **Submitted for a 3-year cycle with annual updates**
- **Development includes**
 - a. **Reflection on prior plans and follow-up actions**
 - b. **Addressing 8 state priorities and CA Dashboard Status**
 - c. **Goal, action, and metric development**
 - d. **Gathering stakeholder feedback**
 - e. **Resource allocation of state and federal funds**

Goals and Action Items

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.

Provide necessary standards-aligned curriculum

Support parents in helping their students increase SBAC proficiency in ELA and Math

Provide elective courses

Use federal funding to supplement our curriculum

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

Ensure adequate school facility operations

Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)

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

Leverage school staff across departments to foster positive pupil engagement

Provide student-facing supports across the school community to improve school climate

End of Cycle Outcome - Goal 1 Progress

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.

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
SBAC Math	Will update for Mid-Year Update 2024				
SBAC ELA					
SBAC Science					
EL Reclassification					
HS: Pupils that pass AP exams with a score of 3 or higher					
HS: Pupils prepared for college by the EAP					
HS: A-G Requirements progress/A-G (graduation rate)					

End of Cycle Outcome - Goal 2 Progress

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

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	65%	57%	53.50%	51%	72%
Local Indicator: # of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Whether school meets expectations of the CNCA Facility Audit	Met	Met	Met	Met	Met

End of Cycle Outcome - Goal 3 Progress

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

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Attendance Rate	Will update for Mid-Year Update 2024				
Chronic Absenteeism Rate					
Middle School Dropout Rate					
Expulsion Rate					
Local Indicator: Student Survey Question "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college"	We removed this question				
Local Indicator: Parent Survey Subsection: Family Engagement: "The degree to which families become involved with and interact with their child's school"	74%	77%	CAS: 80	76%	70%
			EIS: 72%		
HS: Dropout Rate	Will update for Mid-Year Update 2024				
HS: Graduation Rate					

2024-2027 LCAP Cycle: New Cycle, New Goals



2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>Bridging Towards Belonging: Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance Rate <input type="checkbox"/> Chronic Absenteeism <input type="checkbox"/> Dropout Rate <input type="checkbox"/> Suspension and Expulsion Data <input type="checkbox"/> Facility Inspection Toolkit Data <input type="checkbox"/> Student Climate Survey: Sense of Safety and Belonging <input type="checkbox"/> Family Climate Survey: School Safety and Sense of Connectedness <input type="checkbox"/> Parental Involvement

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriately Credentialed and Assigned Teachers <input type="checkbox"/> Percent Of Students <input type="checkbox"/> Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home <input type="checkbox"/> Implementation of California academic content and performance standards for all students <input type="checkbox"/> % of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD <input type="checkbox"/> Teacher Climate Survey: Sense of Safety and Connectedness <input type="checkbox"/> Broad Course of Study <input type="checkbox"/> HS: A-G Requirements <input type="checkbox"/> HS: Graduation Rate

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.</p>	<ul style="list-style-type: none"><input type="checkbox"/> CAASPP Performance: Math and ELA<input type="checkbox"/> CAST Performance<input type="checkbox"/> ELPI<input type="checkbox"/> EL Reclassification<input type="checkbox"/> Internal Verified Data % Meeting Growth Metrics: i-Ready



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy

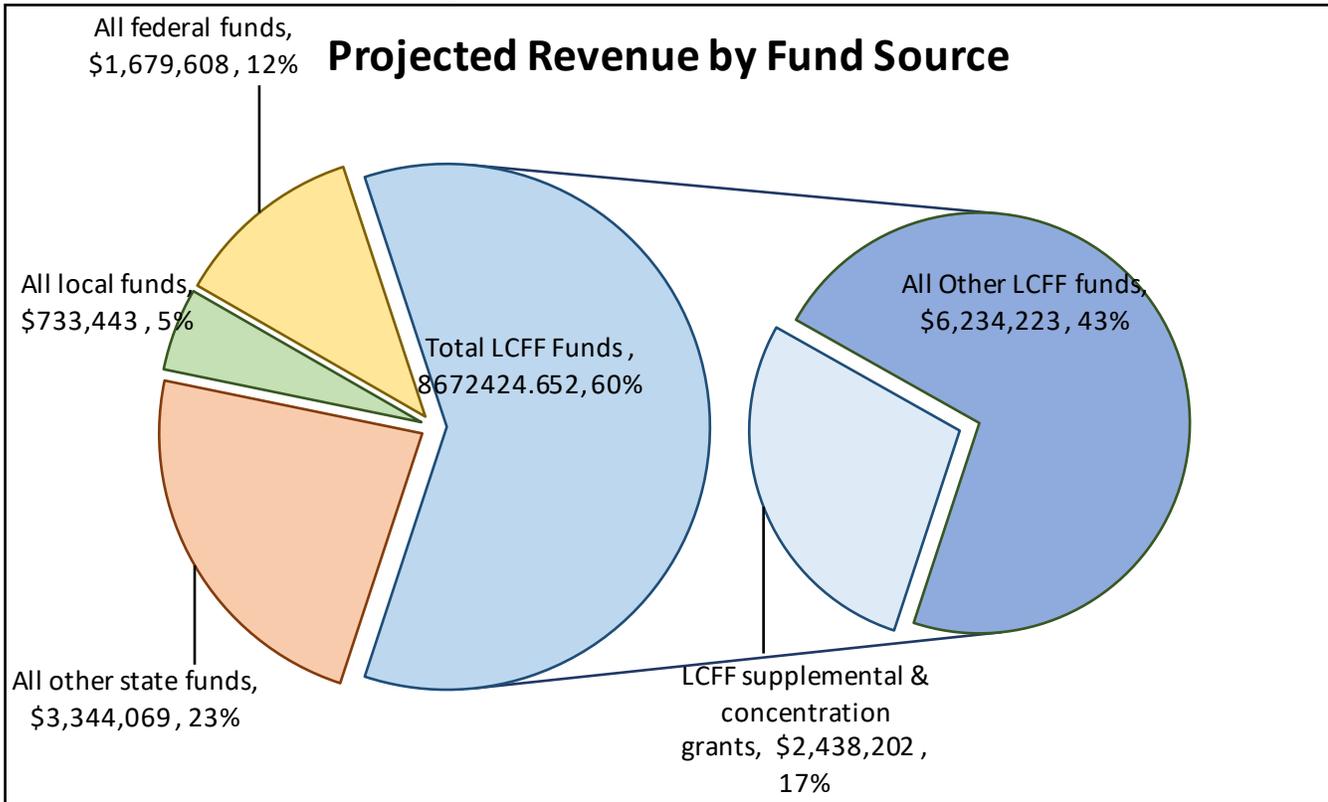
CDS Code: 19-64733-6117667

School Year: 2024-25

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).

Budget Overview for the 2024-25 School Year

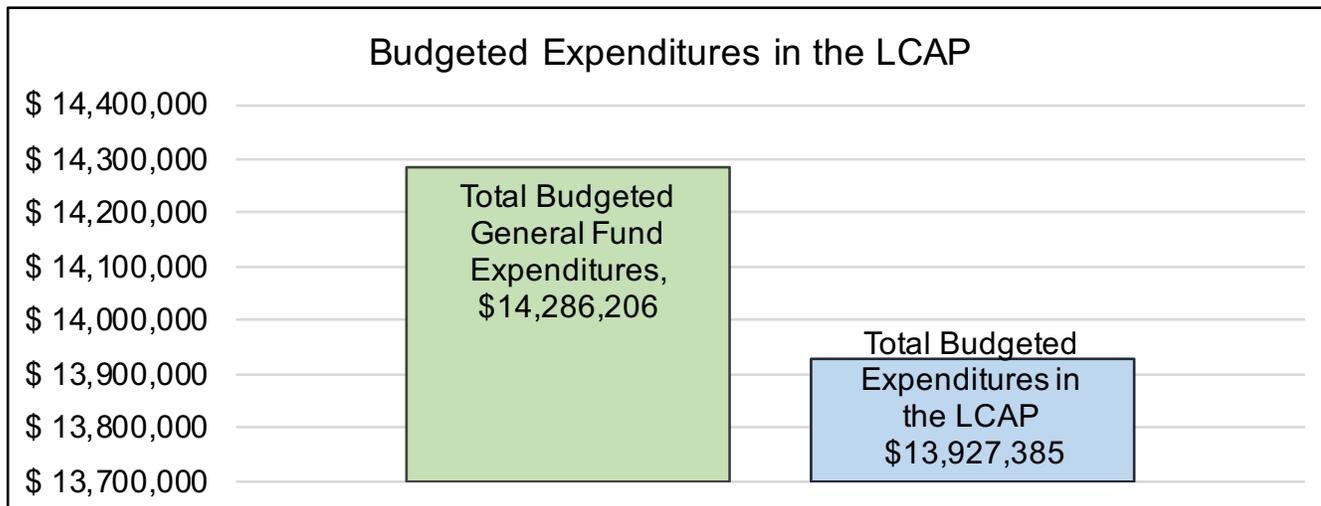


This chart shows the total general purpose revenue Camino Nuevo Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy is \$14,429,544.81, of which \$8,672,424.65 is Local Control Funding Formula (LCFF), \$3,344,069.11 is other state funds, \$733,442.98 is local funds, and \$1,679,608.07 is federal funds. Of the \$8,672,424.65 in LCFF Funds, \$2,438,201.65 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo Charter Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Camino Nuevo Charter Academy plans to spend \$14,286,206.47 for the 2024-25 school year. Of that amount, \$13,927,385.00 is tied to actions/services in the LCAP and \$358,821.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

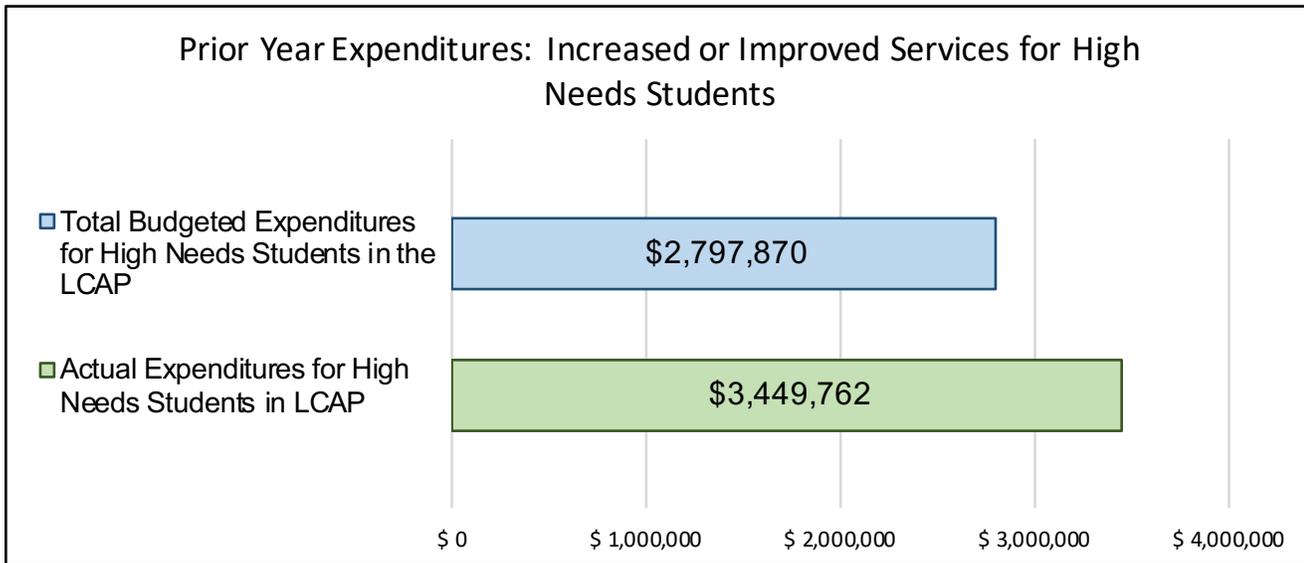
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition,

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Camino Nuevo Charter Academy is projecting it will receive \$2,438,201.65 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 \$3,596,155.11 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 2023-24



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 2023-24, Camino Nuevo Charter Academy's LCAP budgeted \$2,797,870.30 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent \$3,449,762.35 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	44.96% Met or Exceeded Standard (2018-19)	36.46% Met or Exceeded Standard (Y1 data was realigned to 20-21 in order to align with LCAP data timeline and complete annual update data analysis)	42.42% Met or Exceeded Standard	34.51% Met or Exceeded Standard	55% Meet or Exceed
Performance on CAASPP Math (SBAC)	48.5% Met or Exceeded Standard (2018-19)	29.73% Met or Exceeded Standard	31.32% Met or Exceeded Standard	30.97% Met or Exceeded Standard	55% Meet or Exceed
Performance on CAASPP Science	18.18% Met or Exceeded Standard (2018-19)	8% Met or Exceeded Standard	22.4% Met or Exceeded Standard	19.84% Met or Exceeded Standard	45% Meet or Exceed
EL Reclassification Rate	30.2% (2019-20)	4.8%	14.0%	9.7%	20% Reclassification Rate

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via i-Ready	Reading: 28% Math: 37%	Reading: 28% Math: 37%	Reading: 30% Math: 43%	Reading: 65% Math: 63%	CNCA schools use iReady to determine the % of students meeting typical growth expectations

Goal Analysis

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.

Expenditures increased slightly across the board due to a combination of rising prices driven by inflation, increased enrollment, and additional costs for substitutes.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in certain areas. Results in math, science, and ELA all improved between 20-21 and 21-22. We did see a drop in ELA performance in 22-23, paired with a relative plateauing of results in math and science. i-Ready results, however, showed strong improvement. EL reclassification rates dropped as well, although ELPI rates hold promise for the future. We have continued to respond to these data points as outlined below, and have found these efforts to be somewhat effective, but will be further refined in the 24-25 LCAP.

1. Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.

- Students receive support embedded in the instructional day through a second literacy block that utilizes small group instruction to address gaps in students' independent reading levels
- More frequent formative assessments and analysis, including spiraling of previously unmastered standards

2. Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.

- Overhaul of professional learning for both teachers and school leaders to ensure that teachers receive centralized PD in our literacy curriculum (ARC Core) and math curriculum (Bridges and Ready Math) once to twice a month
- Leaders receive professional development on a monthly basis in the context of a Role Team, where one representative from the school leadership team receives professional development related to ELA standards, curriculum, and leadership
- Professional learning is focused on instructional strategies that provide students with access to complex text (e.g., intellectual preparation that unpacks the complexity of grade-level text and then prepares text-dependent questions to support students with understanding the text)
- Increased number of literacy coaches to 3 (2 TOSA and 1 API) to ensure teachers have more support through increased coaching cycles.
- Students also receive support through ELO-P (after school) intervention classes dedicated to math
- Continuation of ELO-P intervention for ELD, targeting students at-risk of becoming LTELs. Continuous improvement to the quality of these intervention courses in the form of ongoing professional learning spaces, observation, and feedback for ELD intervention teachers.
- K-2 teachers participate in ongoing professional learning in the context of a monthly PLC, specifically aimed at improving mastery of foundational literacy skills among multilingual learners. These PLCs are led by teachers, who are trained by staff members from TNTP.

3. Invest in Special Education support and staffing to meet the needs of students with disabilities.

- RSP teachers use co-planning to ensure that all teachers are educated on their students' IEPs. All teachers have access to our online passports that contain student goals, accommodations, and service prescriptions. Case managers review these documents with teachers who have students with IEPs in their classroom. In addition, case managers co-plan weekly and co-teach oftentimes daily (depending on the services of the students) with general education teachers and staff to ensure that accommodations are in place and students are making progress on their IEP goals.
- All co-teaching staff have attended professional development and training that focus on our co-teaching models. We hold quarterly co-teaching meetings to determine each co-teaching pair's areas of growth and set goals. The leadership team also re-structured their coaching assignments so that the SpEd admin could coach all RSP teachers. This allows her to have a full picture of how the special education program is progressing and meeting the needs of students. Because of this, the SpEd admin also coaches co-teaching partners on an as-needed basis, attending their co-planning sessions and offering them feedback.
- All RSP teachers attend SpEd meetings weekly. During these meetings, the SpEd admin reviews all aspects of IEPs and how to implement them with fidelity. We review guidance from the central office regarding accommodations and Specialized Instruction Strategies, alternative RFEP process for students with IEPs, compliance, IEP meeting resources, IEP meeting parent resources, Welligent and IEP report writing and testing resources, service tracking resources, and gen ed collaboration and lesson planning resources.
- In addition, RSP team has a monthly Inclusion Spotlight PD hosted by the central office's SpEd department. During these trainings, our director of SpEd and associate director of SpEd, as well as Central SpEd Team providers train on compliance and instructional topics, such as co-teaching best practices, IEP quality assurance, IEP writing/report writing, assessments, minute tracking on Welligent, and accommodations, curriculum supports. This year we also implemented a New RSP Teacher PD monthly for new RSP teachers to the organization. Topics include all things new RSPs should know: Welligent 101, IEP writing, report writing, giving assessments (WCJIV/YCAT/etc), IEP meetings, PLP/goal writing, etc.

4. Use federal funding to supplement our curriculum.

Funding was used as described to support planning time, additional teacher assistants, staff tuition reimbursement, the Director of Biliteracy and English Learners, supplemental ELD software, additional instructional materials, and support for the Ethnic Studies program.

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.

In order to more aggressively target growth in all academic areas, we have redesigned our academic goal (now Goal 3 in the 24-25 LCAP) with more targeted actions, including a focus on English Learners and strategic instructional staffing to help support continued growth. Additionally, we are including subgroup baselines and targets for all academic data.

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.

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%	65%	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	Good	90%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we were not able to meet our 100% credentialing goal in a challenging talent environment, we did ensure full compliance with credentialing as verified by LAUSD during our annual district oversight visit. Additionally, we were able to maintain success in providing standards-aligned instructional materials and maintaining a strong facility. This was due to consistent implementation of the actions as planned:

1. **Ensure the strong basic functions of the school and front office.**
2. **Maintain high standards of safety and cleanliness.**
3. **Provide a functional and compliant facility for students and staff.**

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.

Upon reflection, we have regrouped these actions in restructured goals. We believe that strong front office operations and a well-maintained facilities are key drivers of school culture and engagement, and have placed them within our new Goal 1, focused on community. A focus on high-quality teachers, leaders, and curriculum has now been restructured as our new Goal 2.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Attendance Rate	97.5% (19-20)	95.5%	90%	93%	98.5%
Chronic Absenteeism Rate	3.91% (19-20)	6.6%	40%	5%	2.5%
Suspension Rate	0.4% (19-20)	0%	0.7%	1%	0.15%
Expulsion Rate	0%	0%	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.”	83.5% (19-20)	73%	62%	63% (metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)	95%
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	65% (19-20)	73%	66%	73%	80%
Middle School Dropout Rate	0% (19-20)	0%	0%	0%	0%

Goal Analysis

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.

Due to increased enrollment and corresponding revenue, investments in this area were slightly higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we faced a challenge with attendance in our first year back from remote schooling, attendance and absenteeism rebounded strongly in the subsequent year due to a concerted focus on culture. While there is still work to be done, we feel these efforts have been effective in stabilizing our climate and engagement measures to relatively close to pre-pandemic levels, and providing us a foundation on which to build. This growth was achieved through sustained commitment to our actions as described:

1. Invest in high levels of parent involvement.

- Our commitment to family engagement continued, with all investments taking place as outlined in our LCAP.

2. Ensure high levels of pupil engagement.

- Named attendance as an org-wide priority, ensuring that we aligned resources across all Camino Nuevo schools to proactively encourage positive attendance habits and respond quickly to absences
- ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to our 94% ADA goal
- Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
- Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
- Re-training leaders and office staff in CNCA's SART and SARB process to respond to chronic absenteeism
- Daily prompt calls to each family when a student is absent to understand reason for absence.

3. Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.

- Reduced the suspension rate by re-training and recommitting to restorative justice practices, including alternatives to suspension such as Parent shadowing, Completion of a restorative project (e.g., research the issue related to the infraction, repair the harm caused either through physical or verbal action), Implementation of conflict resolution circles and/or mediation

- Monthly review of suspension data to ensure additional, wrap-around supports are in place for students in need of additional care

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.

While this goal and associated actions are changing the least in the new LCAP, we are expanding the ways in which we measure our progress to better target our efforts. Where possible, subgroup data will be included, and a more strategic set of questions will be included in parent and student survey data.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Camino Nuevo Charter Academy (CNCA) is part of the Camino Nuevo Charter Academy 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.

CNCA serves 602 students in grades TK-8, of which 69.8% are English Learners (EL), and 14.1% are students with disabilities (SWD). 99.3% of our students are socioeconomically disadvantaged, and 0.3% are homeless. 93.4% of our students are Hispanic.

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.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded \$7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 California School Dashboard shows tremendous improvement in Chronic Absenteeism (Blue), sustained success in maintaining a low suspension rate and strong English Learner progress (both Yellow), and some challenges in CAASPP performance in English Language Arts and Mathematics (both Orange), as well as on the California Science Test (CAST). Internal assessment data shows strong growth in both reading and math on i-Ready, and school climate surveys show strong family engagement and connection, with mixed results for student sense of connection and safety.

Chronic Absenteeism dropped by 35.2% from the previous year to 4.8% schoolwide, well below the state average of 24.3% and close to our pre-pandemic rate of 3.91%. There was little disproportionality, with SWD at a 5.6% absenteeism rate and ELs at a 2.9% absenteeism rate. This resulted both from an organization-wide focus on strong attendance intervention practices, as well as a concerted focus on school culture at CNCA. School climate data shows that families are deeply engaged, with 89% positively

assessing the school climate, and a Family Engagement score of 75% on our Winter 2023 Panorama survey. While the sense of school belonging has increased for our elementary school students to 72%, middle school students are still experiencing disconnection, with only 37% saying they feel a strong sense of school belonging. Nurturing a strong school culture across all grades continues to be a priority, described further in Goal 1 of the 24-25 LCAP.

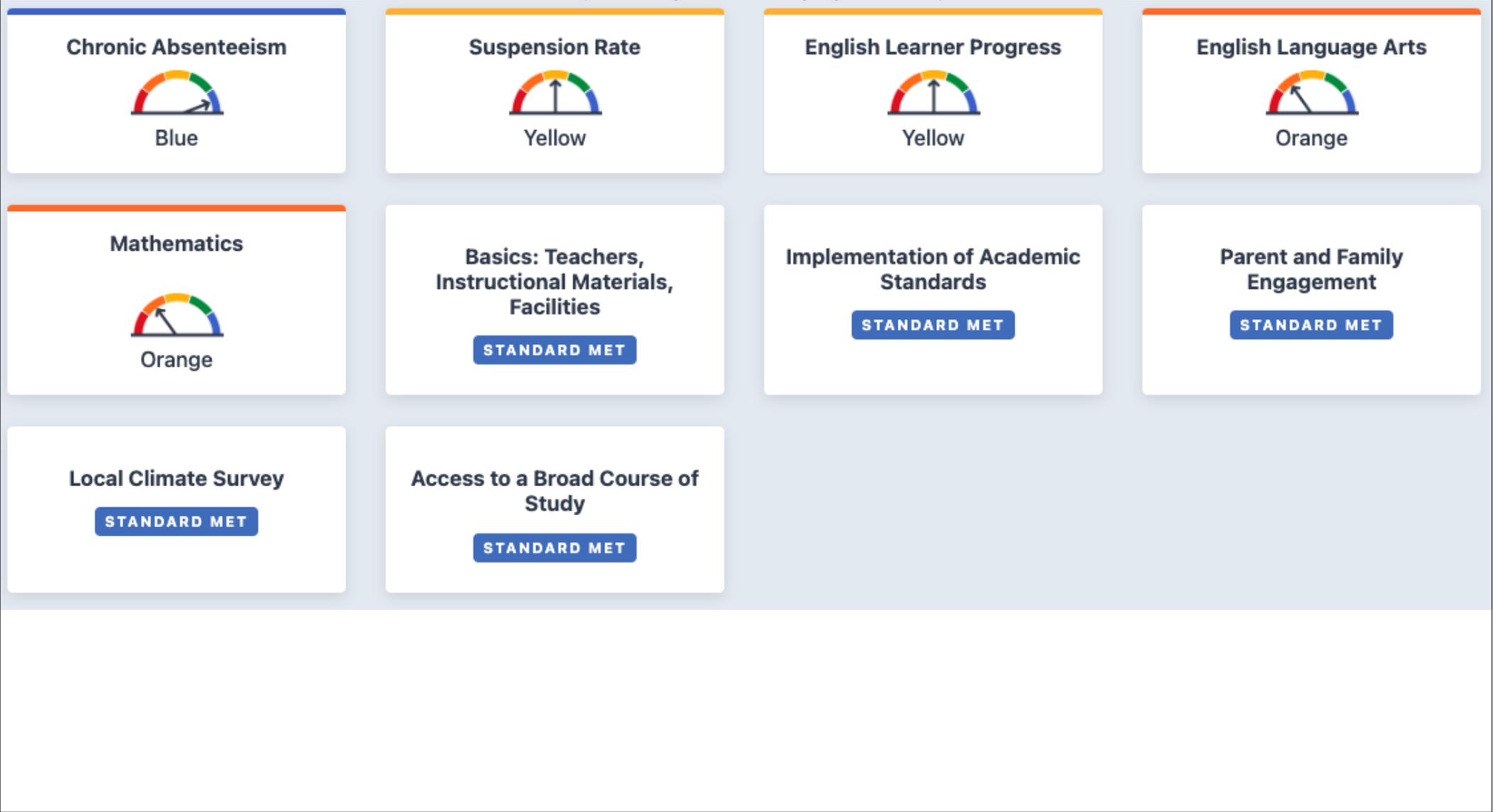
We were able to maintain a low suspension rate of 1%, a slight increase from last year's rate of 0.7%, and well below the state rate of 3.5%. The suspension rate for English Learners was 1.7%, and for Students with Disabilities it was 3.3%; however, given the low overall suspension rate, this slight disproportionality does not currently seem to be part of a broader trend.

English Learner Progress held strong at 52.5%, a 0.3% increase and above the state average of 48.7%. We also maintained a very small percentage (0.6%) of students who maintained ELPI Level 4, evidence of our work to reclassify these students as soon as they are ready. INSERT LANGUAGE ABOUT RECLASSIFICATION RATE HERE.

Performance in English Language Arts declined by 11.4 points to 35.5 points below standard. Declines were steeper for English Learners (who declined 19.9 points to 51.9 points below standard) and Hispanic students (who declined 25.9 points); however, we saw progress for Students with Disabilities who increased performance by 7.3 points to 85.3 points below standard.

Performance in mathematics declined slightly (by 1.8 points), holding at 47.1 points below standard. This average actually exceeds the state's average performance by 2 points. Similar to English Language Arts, we saw an increase in performance for SWD by 9.7 points, while English Learners declined 3.3 points. Hispanic students increased performance by 10 points.

On CAST, 20% of students met or exceeded the standard, which was a slight decline from the previous year and below the state average of 30%. 16% of 5th graders were successful on the test, while 23% of 8th graders demonstrated mastery of the standards. This trend is in contrast to the state, which saw a decline in mastery between 5th and 8th grade. As middle school students receive additional instruction from a deeper content expert through our middle school staffing model, we hope to see continued increases over time.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	<p>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.</p> <p>We encourage our parents to become involved as leaders through several committees: ELAC, Site Based Council (SBC) and our Advocacy Council. Site-Based Council (SBC) is a group of parents, teachers, and school staff who meet regularly to discuss school issues and provide suggestions to the school principal, including direct formal input on the LCAP. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting. SBC Parent Representatives benefit from targeted trainings that not only support their own professional growth but empower them to advocate for high quality education for the benefit of their children and for the community as well.</p> <p>As a Title I School-Wide Program, CNCA Burlington now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors.</p> <p>Additionally, regular Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year.</p> <p>Families also complete a school climate survey once a year, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Teachers and Staff	<p>Teachers and staff have multiple avenues for being engaged in the governance of the school. As for parents, the first avenue is participation in Site Based Council (SBC), which includes parents and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during PD sessions throughout the year. Additionally, the draft LCAP is made available for input via written comment before board approval in June.</p> <p>Teachers and staff also complete multiple surveys annually, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Students	<p>CNCA is dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the Site-Based Council (SBC). Additionally, the draft LCAP is made available for input via written comment</p>

While we do not elect SBC student representatives due to our grade span, SSC meetings are open to all, and students are welcome and encouraged to attend, to make public comment, and to connect with representatives prior to the meeting to share their concerns.

In order to ensure that the voice of all students is heard, however, students complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.

All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the processes described above, educational partners shared the following feedback, which has been incorporated as described:

- The need to support new hires to education so we can build strong retention of staff and effective and sustainable school cultures. AVANCE was highlighted as a strength. This feedback is reflected in the design of Goal 2, Action 2 to support teacher recruitment and retention.
- Parents emphasized this further, overwhelmingly identifying teachers as the area of the school they felt happiest about, and emphasizing the need to support them as outlined in Goal 2, Action 2.
- In a similar vein, teachers and staff expressed appreciation for an increased emphasis on a strong school culture, including wellness days and a whole-school emphasis on mental health. These efforts continue under Goal 1, Action 3 and Goal 2, Action 2.
- Students similarly expressed the value of spirit days, special holiday traditions, recess, and the attention to safety, which are further committed to in Goal 1, Action 3.
- Students also expressed a desire for more non-academic opportunities, including time and space to play, additional clubs, more sports, more electives, and more field trips. These priorities are reflected as part of Goal 1, Action 3; Goal 3, Action 1; and Goal 3, Action 6.
- Need for stronger communication, both within the school and with families. This feedback is reflected in the design of Goal 1, Action 3, which focuses on relationship building and appropriate staffing for strong communication.
- There is a desire for stronger vertical alignment across subject areas, as well as additional support for content-specific professional development in science and literacy, and differentiated professional development. This feedback is reflected in the design of Goal 3, Action 2.

What areas of the school do you feel the happiest about?



Goals and Actions

Goal

Goal #	Description	Type of Goal
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1	Bridging Towards Belonging - Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.	Broad Goal
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State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Our current historical context is characterized by divisiveness, disconnection, loneliness, and fear. Education feels this viscerally. Rates of depression and anxiety among youth have never been higher. We must be deliberate in building cultures of connection and belonging with and among our communities.

While we have seen a strong increase in our attendance and chronic absenteeism data, we want to maintain this area of strength, and continue to build a stronger community with our students and families, as measured by survey data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	93% (2022-23)			94%+	
2	Chronic Absenteeism	All: 4.8% EL: 2.9% SWD: 5.6% (2023 Dashboard)			5% or less	
3	Middle School Dropout Rate	0% (2022-23)			0%	
4	Suspension Rate	All: 1% EL: 1.4% SWD: 3.3%			<1%	
5	Expulsion Rate	0%			0%	
6	Facility Inspection Toolkit (FIT) Score	Good			Good or better	

7	Student Climate Survey: Sense of Safety	Grades 3-5: 50% Grades 6-8: 56% (Spring 2023, Panorama survey)			75%+	
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 72% Grades 6-8: 37% (Spring 2023, Panorama survey)			Grades 3-5: 75%+ Grades 6-8: 50%+	
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	89% (Winter 2023)			90%+	
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)			75%+	

11	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	\$2,702,905.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	\$575,380.00	No
3	Student & Family Supports for Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator, campus aides, and additional office assistants provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense of community and belonging. Additional resources like student uniforms, security, and data software contribute to a safe and supportive learning atmosphere.	\$608,809.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	Broad Goal

State priorities address by this goal.

1, 2, 6, 7

An explanation of why the LEA has developed this goal.

There is a mass exodus of educators from the profession. Just as with students and families, we must be deliberate in building cultures of connection and belonging, as well as providing appropriate resources and support to ensure that every student has what they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, determined by LAUSD Oversight Visit Report)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Dashboard)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Teachers: 60% Staff: 68% Leaders: 83%			All 75%+	
6	Whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	\$26,757.00	No
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and	\$3,222,707.00	No

Goal

Goal #	Description	Type of Goal
3	Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

To engage our students we must approach our work with an inclusive, ethnic studies and trauma-informed lens based in the belief that every single child can succeed and deserve the highest quality experience in our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: -35.5 DFS EL: -51.9 DFS SWD: -85.3 DFS (2022-23)			Meet or exceed state average	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 34.51% EL: 7.5% LTEL: 15.38% SWD: 16.13% (2022-23)			Meet or exceed state average	
3	CAASPP Performance in Math, measured by DFS	All: -47.1 DFS EL: -57.8 DFS SWD: -108 DFS (2022-23)			Meet or exceed state average	

4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 30.97% EL: 12.51% LTEL: 11.54% SWD: 12.9% (2022-23)			Meet or exceed state average	
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 19.84% EL: 2.38% LTEL: N/A SWD: 5.88% (2022-23)			Meet or exceed state average	
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	52.5% (2023 Dashboard)			Meet or exceed state average	
7	EL Reclassification Rate	9.7% (2022-23)			Meet or exceed state average	
8	Student Performance on Internal State-Verified Data Assessment for Reading	All: 65% EL: 62% SWD: 70% (2022-23 i-Ready: % of students meeting growth expectations)			55%+	
9	Student Performance on Internal State-Verified Data Assessment for Math	All: 63% EL: 58% SWD: 60% (2022-23 i-Ready % of students meeting growth expectations)			55%+	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.	\$297,750.00	Yes
2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	\$1,365,088.00	Yes
3	Instructional Leadership and Support Staffing	We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher	\$672,979.00	Yes

4	ELD Dual Language Program	We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, a Director of Biliteracy, a Literacy Specialist focused on TK-2 foundational literacy, as well as a Literacy Coach supporting our dual language program in all grades. As a dual language program, these investments benefit all of our students, but are designed with the needs of English Learners in mind.	\$301,575.00	Yes
5	Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities, as well as essential professional development.	\$1,727,842.00	No
6	Strong After-School Program	Our after-school program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, transportation (buses), enrichment programs, facility rentals, and staff training ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	\$1,769,839.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,438,202.00	\$281,426.00

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
39.11%	0.00%		39.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>2.9% of English Learners were chronically absent in 22-23, a decline of 40% from the previous year. This dramatic change outpaced the schoolwide improvement of 35%, demonstrating how highly impacted our English Learners are by investments in community-building efforts, parent communication, and outreach.</p> <p>Low-income students saw their rate of increase match the school-wide rate, with a decline of 35% to 4.8% absent--unsurprising, given the fact that more than 99% of our students qualify as low-income.</p> <p>We have seen the challenges that our low-income students face demonstrated on our student climate survey: just over 50% of students reported feeling safe at school. For our middle school students, only 37% reported a sense of school belonging. While this data is not disaggregated by subgroup, additional qualitative assessment has demonstrated that our low-income students and English Learners are particularly impacted.</p>	<p>This action commits to an increased focus on efforts to support students' connection to school, support mental health, and provide opportunities for connection and positive relationships at school, while continuing to promote strong attendance. Our trauma-informed approach is designed with the needs of our low-income, foster youth, and English Learners in mind, although we believe this approach is appropriate and effective for all students. Additionally, the supervision and relationships provided by our campus aides will continue to strengthen a stronger sense of both physical and psychological safety.</p>	<p>Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.</p>

<p>Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6</p>	<p>We have seen a decline or stagnation in CAASPP performance for our low-income students in English Language-Arts, mathematics, and science in the past year, as discussed in our annual update. As low-income students make up 99% of our student population, this data closely parallels the school-wide data, and necessitates a school-wide response.</p> <p>Additionally, English Learners are currently lagging behind school-wider performance on every academic metric:</p> <ul style="list-style-type: none"> - CAASPP English Language Arts: 16.4 point difference by DFS, 27% difference by % meets/exceeds - CAASPP Mathematics: 10.7 point difference by DFS, 18.5% difference by % meets/exceeds - CAST: 17.5% difference by % meets/exceeds <p>While LTEL performance does not significantly differ from overall EL performance (in fact, LTELs performed somewhat better on CAASPP ELA), we know that these students continue to need additional support in order to succeed.</p> <p>In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap:</p> <ul style="list-style-type: none"> - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to 	<p>Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. This action also ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.</p> <p>Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques.</p> <p>Action 3 ensures that there is appropriate staffing for effective interventions. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place.</p> <p>Action 6 ensures continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day. While the bulk of the program is funded through ELO-P, any additional expenses will be covered by the school's LCFF funding.</p>	<p>CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.</p>
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<p>Goal 3, Action 4</p>	<p>While our ELPI has held strong over the past year, our EL reclassification rate has decreased to 9.7%, showing that our students still need significant support to be ready to successfully reclassify.</p> <p>As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance.</p>	<p>Our ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone is equipped and supported to help our EL students succeed.</p> <p>Because of our dual language model, while the supports are designed with the needs of English Learners in mind, they benefit the language and literacy of all of our students</p>	<p>ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding allows us to fund direct services to students through our Intervention Teachers, Teacher Assistants, and Campus Aides.

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

Action Tables

2024-2025 Total Planned Expenditures Table

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 %)
2024-2025	\$6,234,223.00	\$2,438,202.00	39.11%	0.00%	39.11%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$9,047,504.00	\$3,836,027.00	\$0.00	\$388,100.00	\$13,271,631.00	\$7,272,225.00	\$5,999,406.00

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	Effective Operations Management	All	No				ongoing	\$422,670	\$2,280,235	\$2,702,905	\$0	\$0	\$0	\$2,702,905	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	\$264,291	\$311,089	\$382,446	\$192,934	\$0	\$0	\$575,380	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$318,514	\$290,295	\$608,809	\$0	\$0	\$0	\$608,809	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	\$0	\$26,757	\$26,757	\$0	\$0	\$0	\$26,757	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	\$3,121,940	\$100,767	\$2,925,607	\$0	\$0	\$297,100	\$3,222,707	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$0	\$297,750	\$191,750	\$26,000	\$0	\$80,000	\$297,750	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	\$0	\$1,365,088	\$1,354,088	\$0	\$0	\$11,000	\$1,365,088	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$1,328,734	(\$655,755)	\$280,696	\$392,283	\$0	\$0	\$672,979	0.00%
3	4	ELD Dual Language Program	English learner (EL), All	Yes	Schoolwide	English learner (EL)	All Schools	ongoing	\$154,899	\$146,676	\$301,575	\$0	\$0	\$0	\$301,575	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	\$1,325,100	\$402,742	\$69,388	\$1,658,454	\$0	\$0	\$1,727,842	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$336,077	\$1,433,762	\$203,483	\$1,566,356	\$0	\$0	\$1,769,839	0.00%

2024-2025 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
\$6,234,223.00	\$2,438,202.00	39.11%	0.00% - No Carryover	39.11%	\$2,940,401.00	0.00%	47.17%	Total:	\$2,940,401.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	\$2,940,401.00

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	3	Student & Family Supports for Strong Community	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$608,809.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$191,750.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$1,354,088.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$280,696.00	0.00%
3	4	ELD Dual Language Program	Yes	Schoolwide	English learner (EL)	All Schools	\$301,575.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$203,483.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

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)
No Records Found					

2023-2024 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)
			\$0.00 - No Difference	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)
No Records Found							

2023-2024 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%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$263,725.00	\$44,375.00				\$80,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	2	High-Quality Teachers and School Leadership	\$263,725.00	\$33,375.00					\$3,222,707.00
3	1	Differentiated Instructional Supports						\$80,000.00	\$297,750.00
3	2	Professional Development		\$11,000.00					\$1,365,088.00

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2023-2024 Total Planned Expenditures Table

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 %)
2023-2024	\$ 8,369,533	\$ 2,350,130	28.080%	0.000%	28.080%

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	\$ 9,536,909.35	\$ -	\$ 9,536,909

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	Year-Long	\$ -	\$ 159,680	\$ 159,680	\$ -	\$ -	\$ -	\$ 159,680	0.000%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	All	Yes	LEA-wide	All	All Schools	Year-Long	\$ -	\$ 1,911,402	\$ 1,911,402	\$ -	\$ -	\$ -	\$ 1,911,402	0.000%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	All	No	LEA-wide		All Schools	Year-Long	\$ -	\$ 1,866,729	\$ 1,181,830	\$ 684,899	\$ -	\$ -	\$ 1,866,729	0.000%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide		All Schools	Year-Long	\$ -	\$ 378,038	\$ -	\$ -	\$ -	\$ 378,038	\$ 378,038	0.000%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide		All Schools	Year-Long	\$ -	\$ 3,276,810	\$ 3,276,810	\$ -	\$ -	\$ -	\$ 3,276,810	0.000%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide		All Schools	Year-Long	\$ -	\$ 267,105	\$ 267,105	\$ -	\$ -	\$ -	\$ 267,105	0.000%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide		All Schools	Year-Long	\$ -	\$ 950,358	\$ 950,358	\$ -	\$ -	\$ -	\$ 950,358	0.000%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	Year-Long	\$ -	\$ 113,526	\$ 113,526	\$ -	\$ -	\$ -	\$ 113,526	0.000%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	Year-Long	\$ -	\$ 111,410	\$ 111,410	\$ -	\$ -	\$ -	\$ 111,410	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	Year-Long	\$ -	\$ 501,852	\$ 501,852	\$ -	\$ -	\$ -	\$ 501,852	0.000%

2023-2024 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	28.080%	0.000%	28.080%	\$ 2,797,870	0.000%	33.429%	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 er	Yes	LEA-wide	All	All Schools	\$ 159,680	0.000%
1	2	Invest in additional resources, partnership	Yes	LEA-wide	All	All Schools	\$ 1,911,402	0.000%
1	3	Invest in Special Education support and st	No	LEA-wide		All Schools	\$ -	0.000%
1	4	Use federal funding to supplement our cur	No	LEA-wide		All Schools	\$ -	0.000%
2	1	Ensure the strong basic functions of the sc	No	LEA-wide		All Schools	\$ -	0.000%
2	2	Maintain high standards of safety and clea	No	LEA-wide		All Schools	\$ -	0.000%
2	3	Provide a functional and compliant facility	No	LEA-wide		All Schools	\$ -	0.000%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 113,526	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 111,410	0.000%
3	3	Invest in a positive and nurturing school cl	Yes	LEA-wide	All	All Schools	\$ 501,852	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,536,909.35	\$ 11,336,739.85

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	\$ 159,680	\$ 243,523
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,911,402	\$ 2,251,702
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 1,866,729	\$ 2,925,470
1	4	Use federal funding to supplement our curriculum	No	\$ 378,038	\$ 386,165
2	1	Ensure the strong basic functions of the school and front office	No	\$ 3,276,810	\$ 3,230,789
2	2	Maintain high standards of safety and cleanliness	No	\$ 267,105	\$ 280,088
2	3	Provide a functional and compliant facility for students and staff	No	\$ 950,358	\$ 1,064,465
3	1	Invest in high levels of parent involvement	Yes	\$ 113,526	\$ 220,465
3	2	Ensure high levels of pupil engagement.	Yes	\$ 111,410	\$ 104,363
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 501,852	\$ 629,710

2023-2024 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)
\$ 2,379,430	\$ 2,797,870	\$ 3,449,762	\$ (651,892)	0.000%	0.000%	0.000% - 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	\$ 243,523	0.000%	0.000%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,911,402	\$ 2,251,702	0.000%	0.000%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.000%	0.000%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.000%	0.000%
2	1	Ensure the strong basic functions of the school and front office	No	\$ -	\$ -	0.000%	0.000%
2	2	Maintain high standards of safety and cleanliness	No	\$ -	\$ -	0.000%	0.000%
2	3	Provide a functional and compliant facility for students and staff	No	\$ -	\$ -	0.000%	0.000%
3	1	Invest in high levels of parent involvement	Yes	\$ 113,526	\$ 220,465	0.000%	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 111,410	\$ 104,363	0.000%	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 501,852	\$ 629,710	0.000%	0.000%

2023-2024 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)
\$ 6,143,422	\$ 2,379,430	0.000%	38.731%	\$ 3,449,762	0.000%	56.154%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Local Control and Accountability Plan Instructions

- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2

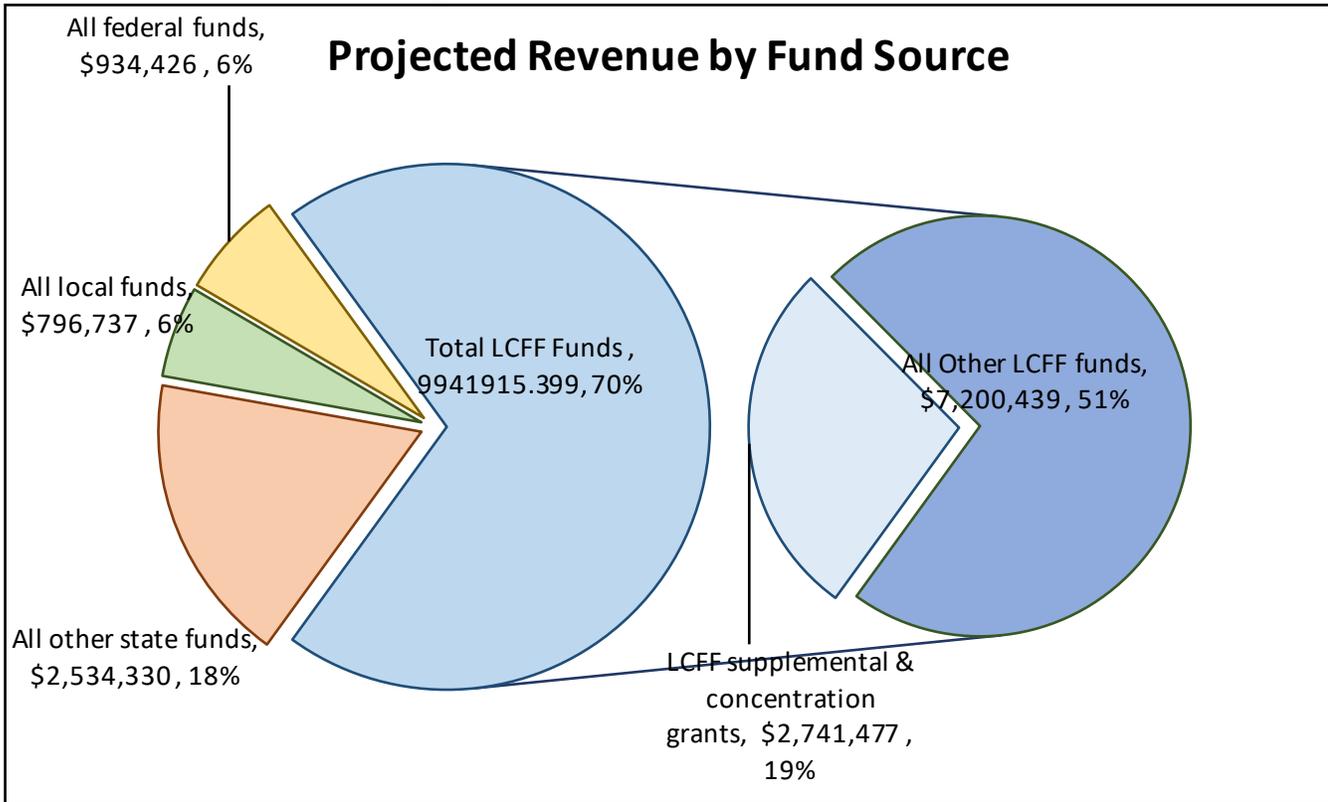
CDS Code: 19-64733-0122861

School Year: 2024 - 25

LEA contact information: Maria Duarte, Principal, 213-736-5542 Maria.Duarte@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).

Budget Overview for the 2024 - 25 School Year

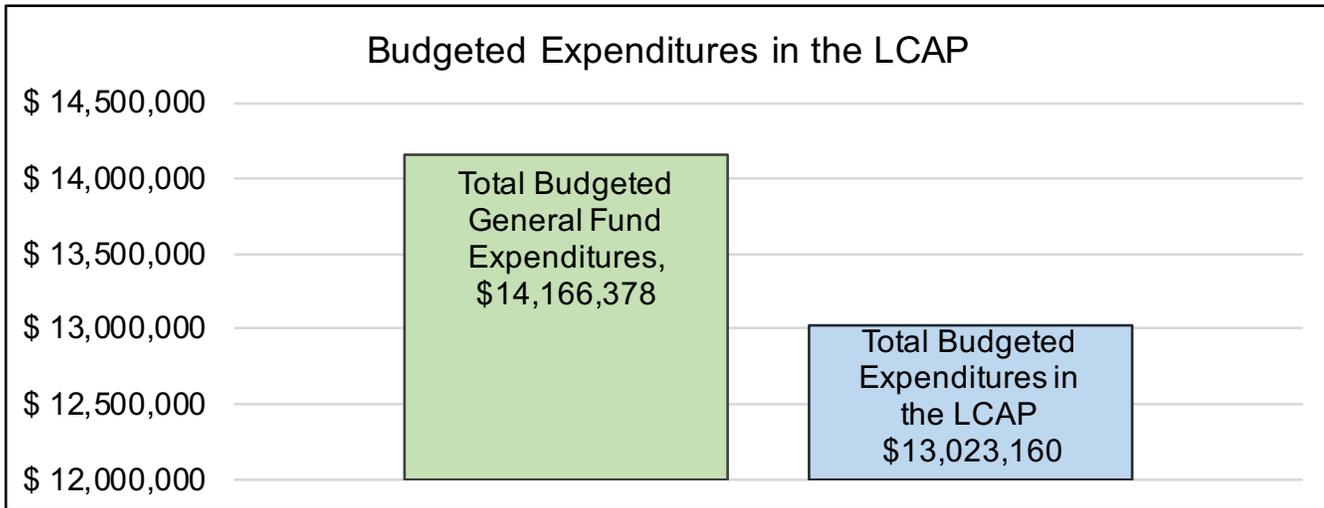


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #2 is \$14,207,407.84, of which \$9,941,915.40 is Local Control Funding Formula (LCFF), \$2,534,329.53 is other state funds, \$796,736.77 is local funds, and \$934,426.14 is federal funds. Of the \$9,941,915.40 in LCFF Funds, \$2,741,476.86 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo Charter Academy #2 plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

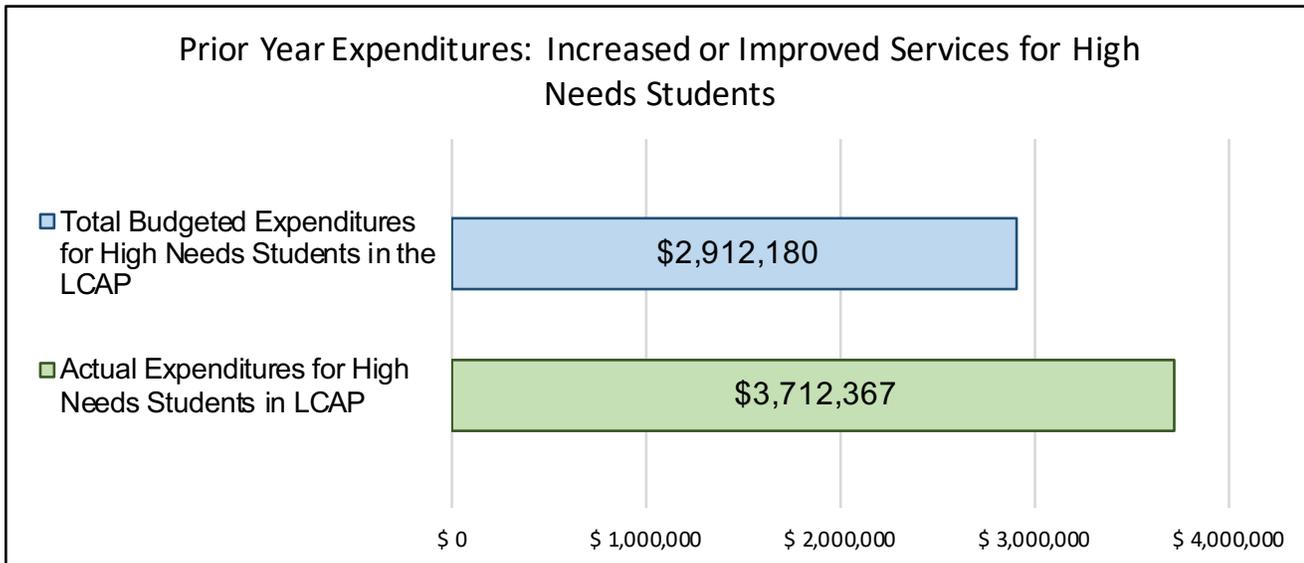
The text description of the above chart is as follows: Camino Nuevo Charter Academy #2 plans to spend \$14,166,378.27 for the 2024 - 25 school year. Of that amount, \$13,023,160.00 is tied to actions/services in the LCAP and \$1,143,218.27 is not included in the LCAP. The budgeted expenditures that are 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 2024 - 25 School Year

In 2024 - 25, Camino Nuevo Charter Academy #2 is projecting it will receive \$2,741,476.86 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 \$3,060,133.19 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 2023 - 24



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 2023 - 24, Camino Nuevo Charter Academy #2's LCAP budgeted \$2,912,180.15 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #2 actually spent \$3,712,367.00 for actions to increase or improve services for high needs students in 2023 - 24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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 (213) 736-5542

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	41.35% Met or Exceeded Standard (2018-19)	34.69% Met or Exceeded Standard (Y1 data was realigned to 20-21 in order to align with LCAP data timeline and complete annual update data analysis)	33.41% Met or Exceeded Standard	28.73% Met or Exceeded Standard	65% Meet or Exceed
Performance on CAASPP Math (SBAC)	33.33% Met or Exceeded Standard (2018-19)	24.94% Met or Exceeded Standard	20.90% Met or Exceeded Standard	15.03% Met or Exceeded Standard	58% Meet or Exceed
Performance on CAASPP Science	14.46% Met or Exceeded Standard (2018-19)	7.53% Met or Exceeded Standard	12.66% Met or Exceeded Standard	14.65% Met or Exceeded Standard	35% Meet or Exceed
EL Reclassification Rate	40.9% (2019-20)	8.0%	2.1%	18.4%	60% Reclassification Rate

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via i-Ready	Reading: 29% Math: 26%	Reading: 29% Math: 26%	Reading: 27% Math: 27%	Reading: 50% Math: 50%	CNCA schools use iReady to determine the % of students meeting typical growth expectations

Goal Analysis

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.

Special education expenses were less than projected due to the differing needs of student IEPs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in science, as well as strong growth indicators from our internal i-Ready data. CAASPP results in ELA and math, however, have declined as teachers have worked with students to navigate post-remote learning challenges. While our EL reclassification rate has improved, it is still far below our target. We recognize that academic growth of this nature is a long-term effort, and the improving growth rates on i-Ready demonstrate that these actions have been somewhat effective in supporting growth. That said, we have continued to respond to these data points as outlined below, and are further refining our approach to academics in the 24-25 LCAP.

1. Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.

- Students receive support embedded in the instructional day through a second literacy block that utilizes small group instruction to address gaps in students' independent reading levels
- More frequent formative assessments and analysis, including spiraling of previously unmastered standards

2. Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.

- Overhaul of professional learning for both teachers and school leaders to ensure that teachers receive centralized PD in our literacy curriculum (ARC Core) and math curriculum (Bridges and Ready Math) once to twice a month
- Leaders receive professional development on a monthly basis in the context of a Role Team, where one representative from the school leadership team receives professional development related to ELA standards, curriculum, and leadership
- Professional learning is focused on instructional strategies that provide students with access to complex text (e.g., intellectual preparation that unpacks the complexity of grade-level text and then prepares text-dependent questions to support students with understanding the text)
- Increased number of literacy coaches to 3 (2 TOSA and 1 API) to ensure teachers have more support through increased coaching cycles.
- Students also receive support through ELO-P (after school) intervention classes dedicated to math
- Continuation of ELO-P intervention for ELD, targeting students at-risk of becoming LTELs. Continuous improvement to the quality of these intervention courses in the form of ongoing professional learning spaces, observation, and feedback for ELD intervention teachers.
- K-2 teachers participate in ongoing professional learning in the context of a monthly PLC, specifically aimed at improving mastery of foundational literacy skills among multilingual learners. These PLCs are led by teachers, who are trained by staff members from TNTP.

3. Invest in Special Education support and staffing to meet the needs of students with disabilities.

- RSP teachers use co-planning to ensure that all teachers are educated on their students' IEPs. All teachers have access to our online passports that contain student goals, accommodations, and service prescriptions. Case managers review these documents with teachers who have students with IEPs in their classroom. In addition, case managers co-plan weekly and co-teach oftentimes daily (depending on the services of the students) with general education teachers and staff to ensure that accommodations are in place and students are making progress on their IEP goals.
- All co-teaching staff have attended professional development and training that focus on our co-teaching models. We hold quarterly co-teaching meetings to determine each co-teaching pair's areas of growth and set goals. The leadership team also re-structured their coaching assignments so that the SpEd admin could coach all RSP teachers. This allows her to have a full picture of how the special education program is progressing and meeting the needs of students. Because of this, the SpEd admin also coaches co-teaching partners on an as-needed basis, attending their co-planning sessions and offering them feedback.
- All RSP teachers attend SpEd meetings weekly. During these meetings, the SpEd admin reviews all aspects of IEPs and how to implement them with fidelity. We review guidance from the central office regarding accommodations and Specialized Instruction Strategies, alternative RFEP process for students with IEPs, compliance, IEP meeting resources, IEP meeting parent resources, Welligent and IEP report writing and testing resources, service tracking resources, and gen ed collaboration and lesson planning resources.
- In addition, RSP team has a monthly Inclusion Spotlight PD hosted by the central office's SpEd department. During these trainings, our director of SpEd and associate director of SpEd, as well as Central SpEd Team providers train on compliance and instructional topics, such as co-teaching best practices, IEP quality assurance, IEP writing/report writing, assessments, minute tracking on Welligent, and accommodations, curriculum supports. This year we also implemented a New RSP Teacher PD monthly for new RSP teachers to the organization. Topics include all things new RSPs should know: Welligent 101, IEP writing, report writing, giving assessments (WCJIV/YCAT/etc), IEP meetings, PLP/goal writing, etc.

4. Use federal funding to supplement our curriculum.

Funding was used as described to support planning time, additional teacher assistants, staff tuition reimbursement, the Director of Biliteracy and English Learners, supplemental ELD software, additional instructional materials, and support for the Ethnic Studies program.

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.

In order to more aggressively target growth in all academic areas, we have redesigned our academic goal (now Goal 3 in the 24-25 LCAP) with more targeted actions, including a focus on English Learners and strategic instructional staffing to help support continued growth. Additionally, we are including subgroup baselines and targets for all academic data.

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.

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%	57%	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	Good	90%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we were not able to meet our 100% credentialing goal in a challenging talent environment, we did ensure full compliance with credentialing as verified by LAUSD during our annual district oversight visit. Additionally, we were able to maintain success in providing standards-aligned instructional materials and maintaining a strong facility. This was due to consistent implementation of the actions as planned:

1. **Ensure the strong basic functions of the school and front office.**
2. **Maintain high standards of safety and cleanliness.**
3. **Provide a functional and compliant facility for students and staff.**

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.

Upon reflection, we have regrouped these actions in restructured goals. We believe that strong front office operations and a well-maintained facilities are key drivers of school culture and engagement, and have placed them within our new Goal 1, focused on community. A focus on high-quality teachers, leaders, and curriculum has now been restructured as our new Goal 2.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Attendance Rate	95.6% (19-20)	94%	88%	89%	98.5%
Chronic Absenteeism Rate	11.79 % (19-20)	14.1%	47%	37%	4%
Suspension Rate	1.2% (19-20)	0%	0.8%	0.6%	0.5%
Expulsion Rate	0%	0%	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.”	61% (19-20) (corrected to school-level data; network-level data was previously provided)	79% (corrected to school-level data; network-level data was previously provided)	47% (metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)	59% (metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)	85%
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% (19-20)	61% (corrected to school-level data; network-level data was previously provided)	64% (corrected to school-level data; network-level data was previously provided)	71%	85%
Middle School Dropout Rate	0% (19-20)	0%	0%	1.65%	0%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we faced a challenge with attendance and school culture in our first year back from remote schooling, student attendance and student and family survey responses have begun to improve due to a concerted focus on culture. While there is still work to be done, we feel these efforts have been effective in stabilizing our climate and engagement measures to relatively close to pre-pandemic levels, and providing us a foundation on which to build. This growth was achieved through sustained commitment to our actions as described:

1. Invest in high levels of parent involvement.

- Our commitment to family engagement continued, with all investments taking place as outlined in our LCAP.

2. Ensure high levels of pupil engagement.

- Named attendance as an org-wide priority, ensuring that we aligned resources across all Camino Nuevo schools to proactively encourage positive attendance habits and respond quickly to absences
- ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to our 94% ADA goal
- Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
- Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
- Re-training leaders and office staff in CNCA's SART and SARB process to respond to chronic absenteeism
- Daily prompt calls to each family when a student is absent to understand reason for absence.

3. Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.

- Reduced the suspension rate by re-training and recommitting to restorative justice practices, including alternatives to suspension such as Parent shadowing, Completion of a restorative project (e.g., research the issue related to the infraction, repair the harm caused either through physical or verbal action), Implementation of conflict resolution circles and/or mediation

- Monthly review of suspension data to ensure additional, wrap-around supports are in place for students in need of additional care

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.

While this goal and associated actions are changing the least in the new LCAP, we are expanding the ways in which we measure our progress to better target our efforts. Where possible, subgroup data will be included, and a more strategic set of questions will be included in parent and student survey data.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 (213) 736-5542

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Camino Nuevo Charter Academy #2 (CNCA2) is part of the Camino Nuevo Charter Academy 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.

CNCA2 serves 669 students in grades TK-8, of which 48.4% are English Learners (EL), and 18.4% are students with disabilities (SWD). 91.8% of our students are socioeconomically disadvantaged, and 1.8% are homeless.

Since opening in 2010, our school has won many awards for improving educational outcomes for children in Koreatown, MacArthur Park, and other surrounding neighborhoods in Los Angeles. The list of awards includes the Grazer Outstanding Achievement in Learning (GOAL) Award, the California Association of Bilingual Education Seal of Excellence Award, and the Bright Spot Award from the White House. These honors reflect our commitment to educating a diverse population, particularly English language learners and students with special needs.

Our team is driven by these core values: inclusion, integrity, kindness, perseverance, responsibility and respect. Together, we strive to develop every child's full potential so that they can succeed in a college-preparatory high school and feel empowered to create positive change in their communities.

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.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded \$7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 Dashboard shows meaningful progress in Chronic Absenteeism (Yellow), continued success in maintaining a low Suspension Rate (Green), strong growth in English Learner Progress (Green), and some challenges in CAASPP performance in both English Language Arts and Mathematics (both Orange). On the California Science Test (CAST), results improved slightly from the previous year. Internal assessment data shows strong growth in both reading and math on i-Ready, and school climate surveys show strong family engagement and connection, with mixed results for student sense of connection and safety.

For Chronic Absenteeism, we achieved a decline of almost 10%, but still faced a chronic absenteeism rate of 37% schoolwide. For Hispanic students, the rate actually increased slightly to 46.2%. Students with Disabilities (SWD) matched the rate of decline of the school, but maintained a higher overall absenteeism rate of 43.9%. Similarly, absenteeism for English Learners decreased faster than for the school overall, but the absenteeism rate remained high at 44.9%. The absenteeism rate for students identifying as Two or More Races plummeted by 36.7% as this group expanded dramatically for the school, achieving an absenteeism rate of 31.5%. Addressing attendance and absenteeism has been a concerted area of focus this year, and those efforts, as part of a broader school culture initiative, will continue in 2024-25.

School climate data shows that families are deeply engaged, with 77% positively assessing the school climate, and a Family Engagement score of 75% on our Winter 2023 Panorama survey. While the sense of school belonging has held fairly steady for our elementary school students at 61%, middle school students are still experiencing disconnection, with only 26% saying they feel a strong sense of school belonging. Nurturing a strong school culture across all grades continues to be a priority, described further in Goal 1 of the 24-25 LCAP.

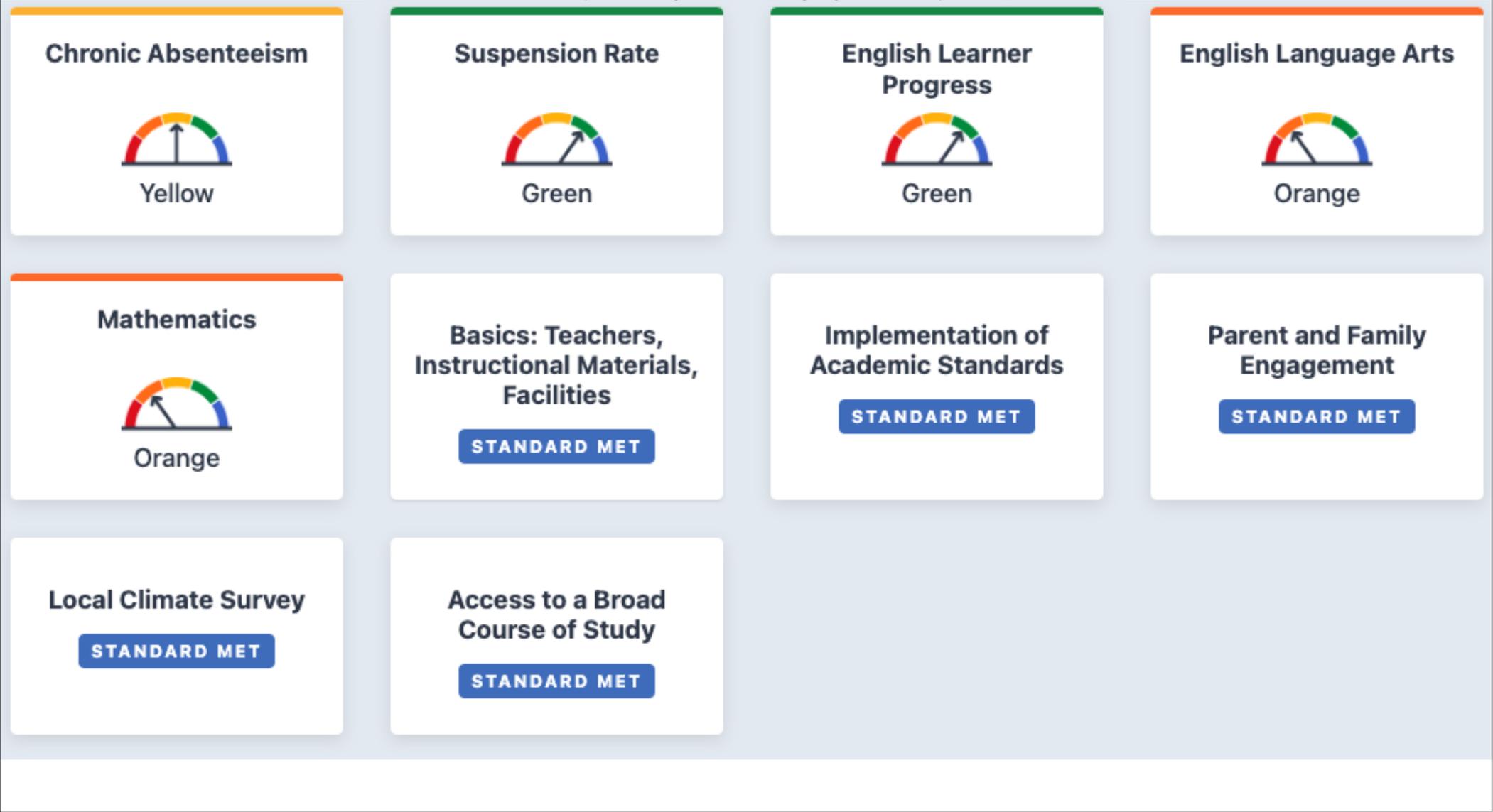
We continued to maintain a low suspension rate of 0.6%, a slight decline from last year's rate of 0.9%, and significantly lower than the state average of 3.5%. The rate for SWD was 1.4% and for students of Two or More Races it was 0.9%, but given the small overall scale of impact, we do not consider this to be a meaningful trend.

English Learner Progress increased by 11.8% to 50.2% of students making progress on ELPAC, exceeding the state rate of 48.7%. This was driven largely by a decline in students who decreased an ELPI level from 30.8% to 19.8%, along with an increase in students who progressed a level from 36% to 46.5%.

Performance in English Language Arts declined by 10.1 points to 50.9 points below standard. Performance for English Learners declined more steeply, going down 22 points to 82.5 points below standard. LTEL progress was a further area of challenge, with only 2% of these students meeting or exceeding the standard. In contrast, SWD actually saw a slight improvement in performance, increasing by 4.4 points to 109.4 points below standard. We have seen, however, significant improvement in the percentage of students achieving growth projections in i-Ready Reading, and hope to see the results of that growth in upcoming CAASPP scores.

Performance in Mathematics declined by 10.5 points to 89.8 points below standard. Again, English Learners were the most impacted, declining by 12.5 points to 108.4 points below standard. 0% of LTELs met or exceeded the standard. The performance of SWD, however, increased here as well by 5.7 points to 147.4 points below standard. i-Ready mathematics testing showed strong growth schoolwide, with even stronger rates of growth for English Learners and SWD, which provides evidence that these gaps are beginning to close.

On CAST, performance increased by 2 points to 15% of 5th and 8th grade students meeting or exceeding the standard. Performance for both ELs and SWD was significantly lower however, with only 3% and 5%, respectively, meeting or exceeding the standard.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	<p>Our 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.</p> <p>We encourage our parents to become involved as leaders through several committees: ELAC, Site Based Council (SBC) and our Advocacy Council. Site-Based Council (SBC) is a group of parents, teachers, and school staff who meet regularly to discuss school issues and provide suggestions to the school principal, including direct formal input on the LCAP. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting. SBC Parent Representatives benefit from targeted trainings that not only support their own professional growth but empower them to advocate for high quality education for the benefit of their children and for the community as well.</p> <p>As a Title I School-Wide Program, CNCA #2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors.</p> <p>Additionally, regular Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year.</p> <p>Families also complete a school climate survey once a year, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Teachers and Staff	<p>Teachers and staff have multiple avenues for being engaged in the governance of the school. As for parents, the first avenue is participation in Site Based Council (SBC), which includes parents and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during PD sessions throughout the year. Additionally, the draft LCAP is made available for input via written comment before board approval in June.</p> <p>Teachers and staff also complete multiple surveys annually, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Students	<p>We are dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the Site-Based Council (SBC). Additionally, the draft LCAP is made available for input via written comment</p>

While we do not elect SBC student representatives due to our grade span, SSC meetings are open to all, and students are welcome and encouraged to attend, to make public comment, and to connect with representatives prior to the meeting to share their concerns.

In order to ensure that the voice of all students is heard, however, students complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.

All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the processes described above, educational partners shared the following feedback, which has been incorporated as described:

- The need to support teacher sustainability so we can build strong retention of staff and effective and sustainable school cultures. This feedback is reflected in the design of Goal 2, Action 2 to support teacher recruitment and retention.
- Parents shared appreciation for the front office, and the communication they receive. This is reinforced in Goal 1, Action 1, and Goal 1, Action 3.
- Students expressed appreciation for offerings like YOLA, PE, music, soccer, dance, and other activities, which are further committed to in Goal 1, Action 3 and Goal 3, Action 6.
- Students also expressed a desire for more non-academic opportunities, including more special events, electives, and more field trips. These priorities are reflected as part of Goal 1, Action 3; Goal 3, Action 1; and Goal 3, Action 6.
- Students also expressed appreciation for positive behavior incentives and the need for stronger relationships with campus aides, which is reflected in Goal 1, Action 3.
- Some educational partners felt that support, inclusion, and professional development for supporting students with disabilities needed more attention. This has been addressed in Goal 3, Action 5.
- There was an appreciation for content-specific professional development, as well as a desire for differentiated professional development. This feedback is reflected in the design of Goal 3, Action 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Bridging Towards Belonging - Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.	Broad Goal

State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Our current historical context is characterized by divisiveness, disconnection, loneliness, and fear. Education feels this viscerally. Rates of depression and anxiety among youth have never been higher. We must be deliberate in building cultures of connection and belonging with and among our communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	89% (22-23)			94%	
2	Chronic Absenteeism	All: 37% EL: 44.9% SWD: 43.9% Homeless: 58.8% Hispanic: 46.2% Two or More Races: 31.5%			At or below state average	
3	Middle School Dropout Rate	1.65% (22-23)			0%	
4	Suspension Rate	All: 0.6% EL: 0.6% SWD: 1.4% Homeless: 0% Hispanic: 0% Two or More Races: 0.9%			<1%	
5	Expulsion Rate	0% (22-23)			<1%	
6	Facility Inspection Toolkit (FIT) Score	Good			Good or better	
7	Student Climate Survey: Sense of Safety	Grades 3-5: 53% Grades 6-8: 56% (Spring 2023, Panorama survey)			75%+	
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 61% Grades 6-8: 26% (Spring 2023, Panorama survey)			Grades 3-5: 75%+ Grades 6-8: 50%+	

9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	77% (Winter 2023)			80%+	
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)			75%+	
11	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	\$1,620,732.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	\$399,523.00	No
3	Student & Family Supports for Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator, campus aides, and additional office assistants provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense of community and belonging. Additional resources like student uniforms, security, and data software contribute to a safe and supportive learning atmosphere.	\$540,767.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	Broad Goal

State priorities address by this goal.

1, 2, 6, 7

An explanation of why the LEA has developed this goal.

There is a mass exodus of educators from the profession. Just as with students and families, we must be deliberate in building cultures of connection and belonging, as well as providing appropriate resources and support to ensure that every student has what they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, determined by LAUSD Oversight Visit Report)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Dashboard)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Sense of Safety (measured by "School Climate" section of Panorama survey)	Teachers: 57% Staff: 50%			75%+	
6	Whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	\$35,000.00	No
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the school principal.	\$3,242,861.00	No

Goal

Goal #	Description	Type of Goal
3	Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

To engage our students we must approach our work with an inclusive, ethnic studies and trauma-informed lens based in the belief that every single child can succeed and deserve the highest quality experience in our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: -50.9 DFS EL: -82.5 DFS SWD: -109.4 DFS Homeless: -71.1 DFS Hispanic: -55.8 DFS (2023 Dashboard)			Meet or exceed state standard	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 28.73% EL: 4.06% LTEL: 2.38% SWD: 8.75% (2022-23)			Meet or exceed state standard	
3	CAASPP Performance in Math, measured by DFS	All: -89.8 DFS EL: -108.4 DFS SWD: -147.4 DFS Homeless: -120 DFS Hispanic: -95 DFS (2023 Dashboard)			Meet or exceed state average	

4	CAASPP Performance on Math, measured by % meeting/exceedi ng standard	All: 15.03% EL: 3.01% LTEL: 0% SWD: 5% (2022-23)			Meet or exceed state average	
5	Student Performance on California Science Test (CAST), measured by % meeting/exceedi ng standard	All: 14.65% EL: 3.03% LTEL: N/A SWD: 4.76% (2022-23)			Meet or exceed state average	
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	50.2% (2023 Dashboard)			Meet or exceed state average	
7	EL Reclassification Rate	18.4% (2022-23)			Meet or exceed state average	
8	Student Performance on Internal State- Verified Data Assessment for Reading	All: 50% EL: 41% SWD: 44% (2022-23 i-Ready: % of students meeting growth expectations)			55%+ meeting growth expectations	
9	Student Performance on Internal State- Verified Data Assessment for Math	All: 50% EL: 52% SWD: 59% (2022-23 i-Ready % of students meeting growth expectations)			55%+ meeting growth expectations	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.	\$247,618.00	Yes
2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	\$1,450,111.00	Yes
3	Instructional Leadership and Support Staffing	We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher	\$795,396.00	Yes

4	ELD Program	We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, a Director of Biliteracy, a Literacy Specialist focused on TK-2 foundational literacy, as well as a Literacy Coach supporting our dual language program in all grades.	\$175,411.00	Yes
5	Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities, as well as essential professional development.	\$3,062,385.00	No
6	Strong After-School Program	Our after-school program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, transportation (buses), enrichment programs, facility rentals, and staff training ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	\$1,453,358.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,741,477.00	\$325,934.00

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
38.07%	0.00%		38.07%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>Rates of Chronic Absenteeism for ELs significantly exceed the already elevated school-wide rate: 45% vs. 37%. While performance for socioeconomically disadvantaged students closely parallels the school-wide rates (as to be expected, given the high percentage of the student body in this category), this group declined slightly faster (by 0.3%) but still had a slightly higher absenteeism rate of 37.3%.</p> <p>We have seen the challenges that our low-income students face demonstrated on our student climate survey: just over 50% of students reported feeling safe at school. For our middle school students, only 26% reported a sense of school belonging. While this data is not disaggregated by subgroup, additional qualitative assessment has demonstrated that our low-income students and English Learners are particularly impacted.</p>	<p>This action commits to an increased focus on efforts to support students' connection to school, support mental health, and provide opportunities for connection and positive relationships at school, while continuing to promote strong attendance. Our trauma-informed approach is designed with the needs of our low-income, foster youth, and English Learners in mind, although we believe this approach is appropriate and effective for all students. Additionally, the supervision and relationships provided by our campus aides will continue to strengthen a stronger sense of both physical and psychological safety.</p>	<p>Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.</p>

<p>Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6</p>	<p>We have seen a decline or stagnation in CAASPP performance for our low-income students in English Language-Arts and mathematics in the past year, as discussed in our annual update and reflection. As low-income students make up 92% of our student population, this data closely parallels the school-wide data, and necessitates a school-wide response.</p> <p>Additionally, English Learners are currently lagging behind school-wide performance on every academic metric:</p> <ul style="list-style-type: none"> - CAASPP English Language Arts: 32 point difference by DFS, 25% difference by % meets/exceeds - CAASPP Mathematics: 19 point difference by DFS, 12% difference by % meets/exceeds - CAST: 12% difference by % meets/exceeds <p>LTEL performance lags even farther behind, with 0% of these students demonstrating proficiency on CAASPP Mathematics, and only 2.4% demonstrating mastering on CAASPP English Language Arts.</p> <p>In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap:</p> <ul style="list-style-type: none"> - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to 	<p>Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. This action also ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.</p> <p>Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques.</p> <p>Action 3 ensures that there is appropriate staffing for effective interventions. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place.</p> <p>Action 6 ensures continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day. While the bulk of the program is funded through ELO-P, any additional expenses will be covered by the school's LCFF funding.</p>	<p>CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 4	<p>While our ELPI and reclassification rate have both increased over the past year, reclassification still lags behind the state average and our school targets, showing that our students still need significant support to be ready to successfully reclassify.</p> <p>As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance.</p>	<p>Our ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone is equipped and supported to help our EL students succeed.</p>	<p>ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.</p>

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding allows us to fund direct services to students through our Intervention Teacher, Teacher Assistants, and Campus Aides.

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

Action Tables

2024-2025 Total Planned Expenditures Table

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 %)
2024-2025	\$7,200,439.00	\$2,741,477.00	38.07%	0.00%	38.07%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$7,951,755.00	\$4,722,164.00	\$0.00	\$349,243.00	\$13,023,162.00	\$7,164,972.00	\$5,858,190.00

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	Effective Operations Management	All	No				ongoing	\$276,186	\$1,344,546	\$1,579,332	\$0	\$0	\$41,400	\$1,620,732	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	\$183,231	\$216,292	\$216,292	\$183,231	\$0	\$0	\$399,523	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$221,395	\$319,372	\$345,116	\$184,529	\$0	\$11,122	\$540,767	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	\$0	\$35,000	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	\$3,178,402	\$64,459	\$2,952,640	\$0	\$0	\$290,221	\$3,242,861	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$0	\$247,618	\$240,234	\$7,384	\$0	\$0	\$247,618	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	\$0	\$1,450,111	\$1,443,611	\$0	\$0	\$6,500	\$1,450,111	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$795,396	\$0	\$708,279	\$87,117	\$0	\$0	\$795,396	0.00%
3	4	ELD Program	All, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	\$38,036	\$137,375	\$119,411	\$56,000	\$0	\$0	\$175,411	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	\$2,049,366	\$1,013,019	\$108,357	\$2,954,028	\$0	\$0	\$3,062,385	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$422,960	\$1,030,398	\$203,483	\$1,249,875	\$0	\$0	\$1,453,358	0.00%

2024-2025 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	
\$7,200,439.00	\$2,741,477.00	38.07%	0.00% - No Carryover	38.07%	\$3,060,134.00	0.00%	42.50%	Total:	\$3,060,134.00	
									LEA-wide Total:	
									Limited Total:	\$119,411.00
									Schoolwide Total:	\$2,940,723.00

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	3	Student & Family Supports for Strong Community	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$345,116.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$240,234.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$1,443,611.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$708,279.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	\$119,411.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$203,483.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

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)
No Records Found					

2023-2024 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)
			\$0.00 - No Difference	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)
No Records Found							

2023-2024 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%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$262,652.00	\$34,069.00				\$52,522.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management						\$41,400.00	\$1,620,732.00
1	2	Safe and Compliant Facility						\$0.00	\$399,523.00
1	3	Student & Family Supports for Strong Community						\$11,122.00	\$540,767.00
2	1	Standards-Aligned Instructional Materials						\$0.00	\$35,000.00
2	2	High-Quality Teachers and School Leadership	\$262,652.00	\$27,569.00					\$3,242,861.00
3	2	Professional Development		\$6,500.00					\$1,450,111.00

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2023-2024 Total Planned Expenditures Table

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 %)
2023-2024	\$ 9,509,555	\$ 2,634,598	27.705%	0.000%	27.705%

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	\$ 10,112,375.90	\$ -	\$ 10,112,376

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	0.000%
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	0.000%
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	0.000%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 365,928		\$ -	\$ -	\$ 365,928	\$ 365,928	0.000%
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	0.000%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 183,262	\$ 183,262	\$ -	\$ -	\$ -	\$ 183,262	0.000%
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	0.000%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 130,411	\$ 130,411	\$ -	\$ -	\$ -	\$ 130,411	0.000%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 49,828	\$ 49,828	\$ -	\$ -	\$ -	\$ 49,828	0.000%
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	0.000%

2023-2024 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	27.705%	0.000%	27.705%	\$ 2,912,180	0.000%	30.624%	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 er	Yes	LEA-wide	All	All Schools	\$ 126,088	0.000%
1	2	Invest in additional resources, partnership	Yes	LEA-wide	All	All Schools	\$ 2,015,157	0.000%
1	3	Invest in Special Education support and st	No	LEA-wide		All Schools	\$ -	0.000%
1	4	Use federal funding to supplement our cur	No	LEA-wide		All Schools	\$ -	0.000%
2	1	Ensure the strong basic functions of the sc	No	LEA-wide		All Schools	\$ -	0.000%
2	2	Maintain high standards of safety and clea	No	LEA-wide		All Schools	\$ -	0.000%
2	3	Provide a functional and compliant facility	No	LEA-wide		All Schools	\$ -	0.000%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 130,411	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 49,828	0.000%
3	3	Invest in a positive and nurturing school cl	Yes	LEA-wide	All	All Schools	\$ 590,697	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 10,112,375.90	\$ 9,816,656.11

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	\$ 126,088	\$ 142,110
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 2,015,157	\$ 2,245,381
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 3,270,630	\$ 2,652,369
1	4	Use federal funding to supplement our curriculum	No	\$ 365,928	\$ 367,202
2	1	Ensure the strong basic functions of the school and front office	No	\$ 3,104,549	\$ 3,142,289
2	2	Maintain high standards of safety and cleanliness	No	\$ 183,262	\$ 154,555
2	3	Provide a functional and compliant facility for students and staff	No	\$ 275,826	\$ 327,874
3	1	Invest in high levels of parent involvement	Yes	\$ 130,411	\$ 123,824
3	2	Ensure high levels of pupil engagement.	Yes	\$ 49,828	\$ 50,533
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 590,697	\$ 610,520

2023-2024 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)
\$ 2,545,347	\$ 2,912,180	\$ 3,172,367	\$ (260,187)	0.000%	0.000%	0.000% - 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	\$ 126,088	\$ 142,110	0.000%	0.000%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 2,015,157	\$ 2,245,381	0.000%	0.000%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.000%	0.000%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.000%	0.000%
2	1	Ensure the strong basic functions of the school and front office	No	\$ -	\$ -	0.000%	0.000%
2	2	Maintain high standards of safety and cleanliness	No	\$ -	\$ -	0.000%	0.000%
2	3	Provide a functional and compliant facility for students and staff	No	\$ -	\$ -	0.000%	0.000%
3	1	Invest in high levels of parent involvement	Yes	\$ 130,411	\$ 123,824	0.000%	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 49,828	\$ 50,533	0.000%	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 590,697	\$ 610,520	0.000%	0.000%

2023-2024 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)
\$ 6,680,908	\$ 2,545,347	0.000%	38.099%	\$ 3,172,367	0.000%	47.484%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Local Control and Accountability Plan Instructions

- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Elementary #3

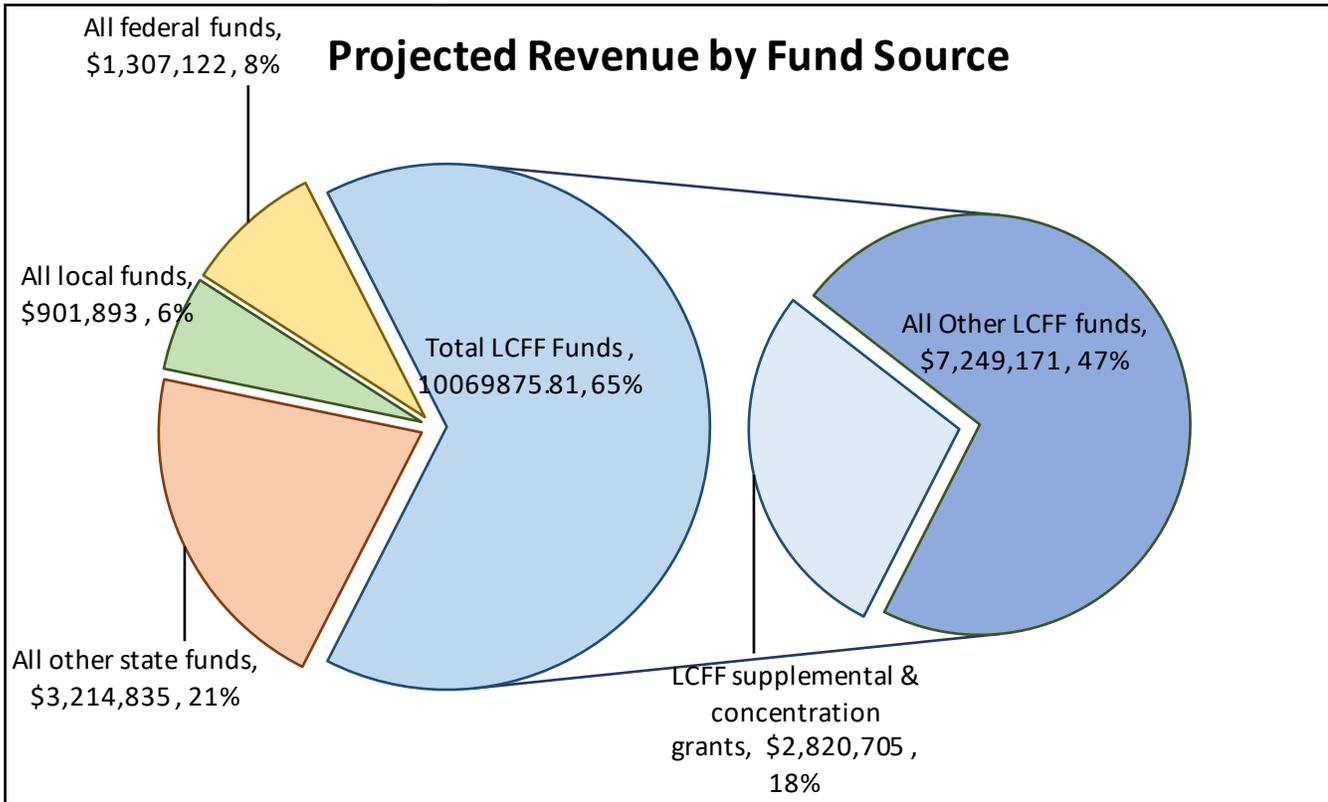
CDS Code: 19-64733-0122564

School Year: 2024 - 25

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).

Budget Overview for the 2024 - 25 School Year

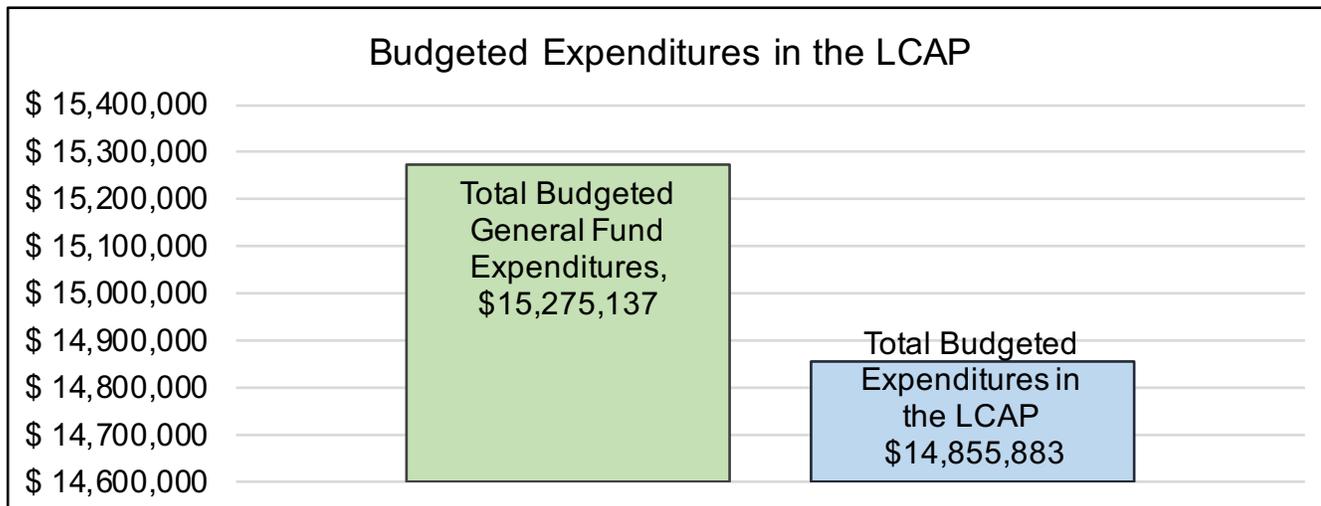


This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Elementary #3 is \$15,493,725.38, of which \$10,069,875.81 is Local Control Funding Formula (LCFF), \$3,214,834.69 is other state funds, \$901,893.11 is local funds, and \$1,307,121.77 is federal funds. Of the \$10,069,875.81 in LCFF Funds, \$2,820,704.85 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo Elementary #3 plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

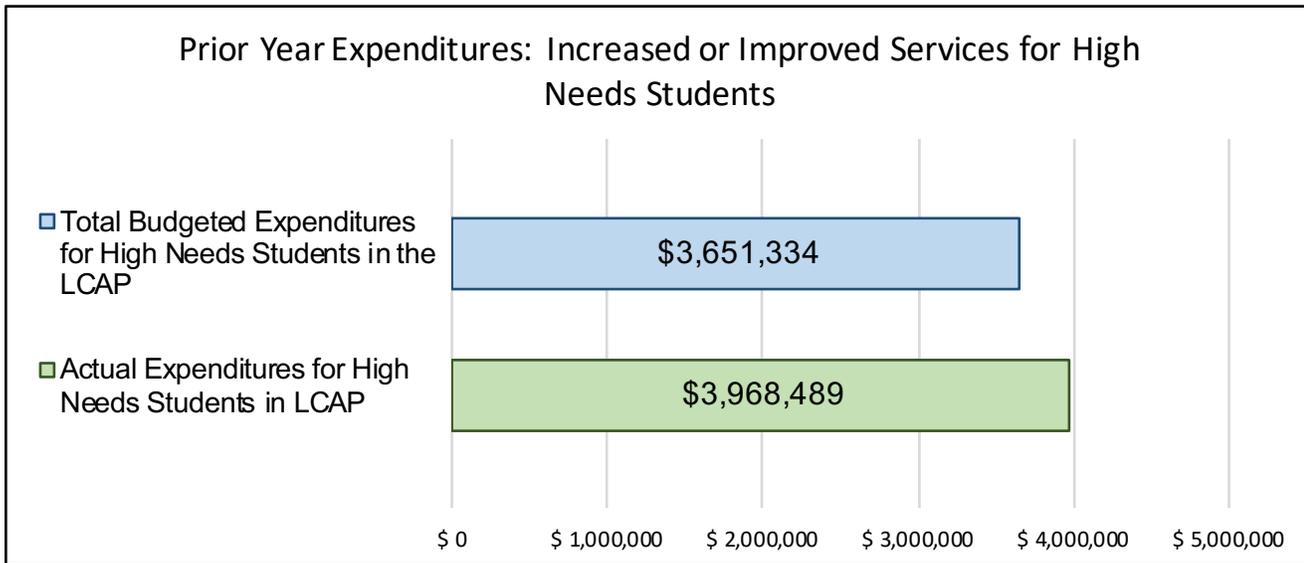
The text description of the above chart is as follows: Camino Nuevo Elementary #3 plans to spend \$15,275,137.16 for the 2024 - 25 school year. Of that amount, \$14,855,883.00 is tied to actions/services in the LCAP and \$419,254.16 is not included in the LCAP. The budgeted expenditures that are not 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 2024 - 25 School Year

In 2024 - 25, Camino Nuevo Elementary #3 is projecting it will receive \$2,820,704.85 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 \$3,624,341.22 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 2023 - 24



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 2023 - 24, Camino Nuevo Elementary #3's LCAP budgeted \$3,651,333.83 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent \$3,968,489.14 for actions to increase or improve services for high needs students in 2023 - 24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	29.96% Met or Exceeded Standard (2018-19)	22.71% Met or Exceeded Standard (Y1 data was realigned to 20-21 in order to align with LCAP data timeline and complete annual update data analysis)	33.4% Met or Exceeded Standard	29.7% Met or Exceeded Standard	50% Meet or Exceed
Performance on CAASPP Math (SBAC)	26.58% Met or Exceeded Standard (2018-19)	10.27% Met or Exceeded Standard	17.69% Met or Exceeded Standard	18.5% Met or Exceeded Standard	48% Meet or Exceed
Performance on CAASPP Science	19.77% Met or Exceeded Standard (2018-19)	9.15% Met or Exceeded Standard	22.75% Met or Exceeded Standard	21.27% Met or Exceeded Standard	35% Meet or Exceed
EL Reclassification Rate	15.8% (2019-20)	4.7%	CAS: 5.6% EIS: 20.2%	CAS: 6.6% EIS: 33.3%	20% Reclassification Rate

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via i-Ready	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%	CAS Reading: 55% CAS Math: 59% EIS Reading: 68% EIS Math: 61%	CNCA schools use iReady to determine the % of students meeting typical growth expectations

Goal Analysis

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.

Instructional materials expenses previously assigned to non-LCFF funds were recategorized to LCFF, raising the total actual expenditures. Special Education costs were also less than anticipated due to the needs of student IEPs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in science and ELA performance on CAASPP that slightly exceeds pre-pandemic performance. This achievement progress is further supported by strong growth indicators from our internal i-Ready data. Although CAASPP results in math still lag behind pre-pandemic rates, they have grown consistently each year. EL reclassification has show significant growth, particularly at the middle school level. Based on this data overall, we believe the planned actions have been effective, while we have continued to respond to these data points as outlined below, and are further refining our approach to academics in the 24-25 LCAP.

1. Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.

- In TK-5, we've ensured every schedule allows for additional small group instructional time for literacy. This enables teachers to address pre-requisite skills students need to access and engage with grade level content. In 6-8, we've analyzed student performance on our i-ready benchmark assessments to determine what students to pull for additional reading intervention instruction. We call these classes our Reading Support Labs, and this allows us to provide an additional 150 - 250 minutes of reading instruction per week to students that show a need for more support.

- More frequent formative assessments and analysis, including spiraling of previously unmastered standards

2. Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.

- Overhaul of professional learning for both teachers and school leaders to ensure that teachers receive centralized PD in our literacy curriculum (ARC Core) and math curriculum (Bridges and Ready Math) once to twice a month
- Leaders receive professional development on a monthly basis in the context of a Role Team, where one representative from the school leadership team receives professional development related to ELA standards, curriculum, and leadership
- Professional learning is focused on instructional strategies that provide students with access to complex text (e.g., intellectual preparation that unpacks the complexity of grade-level text and then prepares text-dependent questions to support students with understanding the text)
- Increased number of literacy coaches to 3 (2 TOSA and 1 API) to ensure teachers have more support through increased coaching cycles.
- Students also receive support through ELO-P (after school) intervention classes dedicated to math
- Continuation of ELO-P intervention for ELD, targeting students at-risk of becoming LTELs. Continuous improvement to the quality of these intervention courses in the form of ongoing professional learning spaces, observation, and feedback for ELD intervention teachers.
- K-2 teachers participate in ongoing professional learning in the context of a monthly PLC, specifically aimed at improving mastery of foundational literacy skills among multilingual learners. These PLCs are led by teachers, who are trained by staff members from TNTP.
- ANet providing direct support for some novice teachers
- TNTP-curated, teacher-led professional learning communities for TK-2 teachers dedicated to foundational literacy skills
- Regular support from Home Office Director of Biliteracy and English Learners with curriculum implementation and related professional development

3. Invest in Special Education support and staffing to meet the needs of students with disabilities.

- RSP teachers use co-planning to ensure that all teachers are educated on their students' IEPs. All teachers have access to our online passports that contain student goals, accommodations, and service prescriptions. Case managers review these documents with teachers who have students with IEPs in their classroom. In addition, case managers co-plan weekly and co-teach oftentimes daily (depending on the services of the students) with general education teachers and staff to ensure that accommodations are in place and students are making progress on their IEP goals.
- All co-teaching staff have attended professional development and training that focus on our co-teaching models. We hold quarterly co-teaching meetings to determine each co-teaching pair's areas of growth and set goals. The leadership team also re-structured their coaching assignments so that the SpEd admin could coach all RSP teachers. This allows her to have a full picture of how the special education program is progressing and meeting the needs of students. Because of this, the SpEd admin also coaches co-teaching partners on an as-needed basis, attending their co-planning sessions and offering them feedback.
- All RSP teachers attend SpEd meetings weekly. During these meetings, the SpEd admin reviews all aspects of IEPs and how to implement them with fidelity. We review guidance from the central office regarding accommodations and Specialized Instruction Strategies, alternative RFEP process for students with IEPs, compliance, IEP meeting resources, IEP meeting parent resources, Welligent and IEP report writing and testing resources, service tracking resources, and gen ed collaboration and lesson planning resources.
- In addition, RSP team has a monthly Inclusion Spotlight PD hosted by the central office's SpEd department. During these trainings, our director of SpEd and associate director of SpEd, as well as Central SpEd Team providers train on compliance and instructional topics, such

as co-teaching best practices, IEP quality assurance, IEP writing/report writing, assessments, minute tracking on Welligent, and accommodations, curriculum supports. This year we also implemented a New RSP Teacher PD monthly for new RSP teachers to the organization. Topics include all things new RSPs should know: Welligent 101, IEP writing, report writing, giving assessments (WCJIV/YCAT/etc), IEP meetings, PLP/goal writing, etc.

4. Use federal funding to supplement our curriculum.

Funding was used as described to support planning time, additional teacher assistants, staff tuition reimbursement, the Director of Biliteracy and English Learners, supplemental ELD software, additional instructional materials, and support for the Ethnic Studies program.

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.

In order to more aggressively target growth in all academic areas, we have redesigned our academic goal (now Goal 3 in the 24-25 LCAP) with more targeted actions, including a focus on English Learners and strategic instructional staffing to help support continued growth. Additionally, we are including subgroup baselines and targets for all academic data.

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.

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%	53.5%	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Annual score on CNCA facility audit	CAS: 93% EIS: 100%	CAS: 93% EIS: 100%	Good	Good	90%

Goal Analysis

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.

Facility expenses were slightly higher than anticipated as we paid for additional cleaning and repairs to maintain our high standards of safety and cleanliness within the facility.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we were not able to meet our 100% credentialing goal in a challenging talent environment, we did ensure full compliance with credentialing as verified by LAUSD during our annual district oversight visit. Additionally, we were able to maintain success in providing standards-aligned instructional materials and maintaining a strong facility. This was due to consistent implementation of the actions as planned:

- 1. Ensure the strong basic functions of the school and front office.**
- 2. Maintain high standards of safety and cleanliness.**
- 3. Provide a functional and compliant facility for students and staff.**

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.

Upon reflection, we have regrouped these actions in restructured goals. We believe that strong front office operations and a well-maintained facilities are key drivers of school culture and engagement, and have placed them within our new Goal 1, focused on community. A focus on high-quality teachers, leaders, and curriculum has now been restructured as our new Goal 2.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Attendance Rate	93.8% (19-20)	90%	86%	88%	96%
Chronic Absenteeism Rate	18.15% (19-20)	30.2%	52%	41.3%	9%
Suspension Rate	2.7% (19-20)	0%	0.8%	0.6%	0.5%
Expulsion Rate	0% (19-20)	0%	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.”	CAS: 80% (19-20) EIS: 56% (19-20) <small>(corrected to school-level data; network-level data was previously provided)</small>	CAS: 73% EIS: 77% <small>(corrected to school-level data; network-level data was previously provided)</small>	CAS: 47% EIS: 27% <small>(metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)</small>	CAS: 59% EIS: 24% <small>(metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)</small>	88%
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%	59%	66%	73%	75%
Middle School Dropout Rate	0.14% (19-20)	0%	0%	0.25%	0%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we faced a challenge with attendance and school culture in our first year back from remote schooling, student attendance and student and family survey responses have begun to improve due to a concerted focus on culture. While there is still work to be done, we feel these efforts have been effective in stabilizing our climate and engagement measures to relatively close to pre-pandemic levels, and providing us a foundation on which to build. This growth was achieved through sustained commitment to our actions as described:

1. Invest in high levels of parent involvement.

- Our commitment to family engagement continued, with all investments taking place as outlined in our LCAP.

2. Ensure high levels of pupil engagement.

- Named attendance as an org-wide priority, ensuring that we aligned resources across all Camino Nuevo schools to proactively encourage positive attendance habits and respond quickly to absences
- ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to our 94% ADA goal
- Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
- Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
- Re-training leaders and office staff in CNCA's SART and SARB process to respond to chronic absenteeism
- Daily prompt calls to each family when a student is absent to understand reason for absence.

3. Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.

- At Castellanos and Eisner, we have reduced the suspension rate by re-training and recommitting to restorative justice practices, including alternatives to suspension such as Parent shadowing, where parents are able to come onto campus to experience the culture, supports, and learning their child is experiencing. Along with this, student are tasked with a completion of a restorative project (e.g., research the issue

related to the infraction, repair the harm caused either through physical or verbal action), in order to not only learn about the effects of their actions on a micro and macro scale, but to develop lessons and habits to grow beyond these incidents and mistakes.

- At both campuses, the Implementation of conflict resolution circles and/or mediation is also utilized in order for students and staff to have a space where communication and resolution can be had in a safe manner. Through resolution circles, students are also able to discover and practice different and beneficial methods to express their thoughts and feelings to solve conflict or issues.

- At our Eisner campus, Reflection is a space where students are held accountable for their actions on a weekly basis, along with “reflecting” on their actions through written assignments and projects. In addition, students with chronic and severe behaviors are put on a behavior contract, where the student, parent, school staff, and the Assistant Principal of Student Supports creates an accountable plan of improvement for students that the student needs to follow throughout the year.

- Along with this, students who are chronically failing to meet Eisner behavior expectations are also assigned to attend Saturday school. Where once a month, students come to campus for academic support, reflection of their actions and steps towards improvement, and other restorative practices.

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.

While this goal and associated actions are changing the least in the new LCAP, we are expanding the ways in which we measure our progress to better target our efforts. Where possible, subgroup data will be included, and a more strategic set of questions will be included in parent and student survey data.

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

Local Control and Accountability Plan

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

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

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Camino Nuevo Elementary School #3 (CNES3) is part of the Camino Nuevo Charter Academy 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.

CNES3 serves 735 students in grades TK-8, of which 52.2% are English Learners (EL), and 13.2% are students with disabilities (SWD). 94.8% of our students are socioeconomically disadvantaged, and 0.7% are foster youth.

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.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded \$7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 Dashboard shows a decline in Chronic Absenteeism (Yellow), improvement in our already low Suspension Rate (Blue), maintained strength in our English Learner Progress (Yellow), saw a decline in English Language Arts performance (Orange), and a small increase in Mathematics performance (Yellow). Performance on the California Science Test (CAST) declined slightly overall. Internal assessment data shows strong growth on i-Ready Reading and Math, and school climate surveys show strong family engagement and connection, with mixed results for student sense of connection and safety. For all metrics, performance of socioeconomically disadvantaged students paralleled schoolwide performance (an expected outcome given the high percentage of low-income students at CNES3).

For Chronic Absenteeism, we achieved a decrease of 10.7%, but still faced an overall rate of 41.3%. Absenteeism rates for students identified as Two or More Races declined dramatically (18.9%) to 34.4%. Students with Disabilities were a more concerning group, as the rate held at 54.5% chronically absent, a decline of only 1.2%. English Learners

matched the rate of the overall school at 41.7% absentee, but declined more significantly to get there (13.8%). Hispanic students also matched the overall rate at 41%. Attendance and absenteeism were an intensive network-wide focus this year, and will continue to be emphasized as part of our broader school culture efforts described in Goal 1, Action 3.

For Suspension Rate, we brought down our already low rate by 1%, achieving a suspension rate of only 0.5% in contrast to the state average of 3.5%. All student subgroups were in Blue, with notable improvements for English Learner suspension rates (declined 1.4%) and rates for SWD (declined 2.7%).

For English Learner Progress, we improved slightly, and beat the state average with a rate of 49.1% of students making progress on ELPAC (the state average was 48.7%). EL reclassification rates have also improved, but vary dramatically between the elementary school (6.6%) and the middle school (33.3%).

For CAASPP English Language Arts, performance declined overall by 8 points to 51.6 points below standard. More concerning were the larger decreases for English Learners (18.3 points, to 81.4 points below standard) and Students with Disabilities (14.1 points, to 145.1 points below standard). While performance for Hispanic students was slightly higher than the school average at 49.7 points below standard, this represented a decline of 22.9 points from the previous year. The one bright spot, however, was progress in i-Ready data, with growth targets hit schoolwide, as well as for English Learners and SWD. We believe this growth data is an early indicator of improvement to come on CAASPP.

For CAASPP Mathematics, school-wide performance increased by 3.1 points to 82.6 points below standard. Performance for English Learners, however, declined by 3.1 points to 101.6 points below standard. Students with Disabilities saw performance increase more rapidly, increasing 6.9 points to 147.3 points below standard. Performance for Hispanic students and socioeconomically disadvantaged students closely paralleled performance of the school overall. i-Ready math growth scores were strong across the board, with the highest percentage of students meeting growth expectations as English Learners--a promising indicator for growth on CAASPP to come.

School climate data shows that families are deeply engaged, with 83% positively assessing the school climate, and a Family Engagement score of 78% for K-5 and 70% for 6-8 on our Winter 2023 Panorama survey. While the sense of school belonging has held fairly steady for our elementary school students at 64%, middle school students are still experiencing disconnection, with only 30% saying they feel a strong sense of school belonging. Nurturing a strong school culture across all grades continues to be a priority, described further in Goal 1 of the 24-25 LCAP.

Chronic Absenteeism



Yellow

Suspension Rate



Blue

English Learner Progress



Yellow

English Language Arts



Orange

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	<p>Our 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.</p> <p>We encourage our parents to become involved as leaders through several committees: ELAC, Site Based Council (SBC) and our Advocacy Council. Site-Based Council (SBC) is a group of parents, teachers, and school staff who meet regularly to discuss school issues and provide suggestions to the school principal, including direct formal input on the LCAP. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting. SBC Parent Representatives benefit from targeted trainings that not only support their own professional growth but empower them to advocate for high quality education for the benefit of their children and for the community as well.</p> <p>As a Title I School-Wide Program, CNCA #2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors.</p> <p>Additionally, regular Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year.</p> <p>Families also complete a school climate survey once a year, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Teachers and Staff	<p>Teachers and staff have multiple avenues for being engaged in the governance of the school. As for parents, the first avenue is participation in Site Based Council (SBC), which includes parents and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during PD sessions throughout the year. Additionally, the draft LCAP is made available for input via written comment before board approval in June.</p> <p>Teachers and staff also complete multiple surveys annually, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Students	<p>We are dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the Site-Based Council (SBC). Additionally, the draft LCAP is made available for input via written comment</p>

While we do not elect SBC student representatives due to our grade span, SSC meetings are open to all, and students are welcome and encouraged to attend, to make public comment, and to connect with representatives prior to the meeting to share their concerns.

In order to ensure that the voice of all students is heard, however, students complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.

All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the processes described above, educational partners shared the following feedback, which has been incorporated as described:

- The need to support teacher sustainability so we can build strong retention of staff and effective and sustainable school cultures. This feedback is reflected in the design of Goal 2, Action 2 to support teacher recruitment and retention.
- Parents shared appreciation for the small size of the school, and the relationships they have with teachers and staff. This is reinforced in Goal 1, Action 3.
- Students and teachers emphasized the value and importance of non-academic opportunities, including special events, electives, and field trips. These priorities are reflected as part of Goal 1, Action 3; Goal 3, Action 1; and Goal 3, Action 6.
- Students also expressed appreciation for positive behavior incentives and the need for stronger relationships with campus aides, which is reflected in Goal 1, Action 3.
- Some educational partners felt that support, inclusion, and professional development for supporting students with disabilities needed more attention. This has been addressed in Goal 3, Action 5.
- There was an appreciation for content-specific professional development, as well as a desire for differentiated professional development. This feedback is reflected in the design of Goal 3, Action 2.

1	Bridging Towards Belonging - Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.	Broad Goal
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State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Our current historical context is characterized by divisiveness, disconnection, loneliness, and fear. Education feels this viscerally. Rates of depression and anxiety among youth have never been higher. We must be deliberate in building cultures of connection and belonging with and among our communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	88.25% (22-23)			95%	
2	Chronic Absenteeism	All: 41.3% EL: 41.7% SWD: 54.5% Two or More Races: 34.4% Hispanic: 41%			At or below state average	
3	Middle School Dropout Rate	0.25% (22-23)			0%	
4	Suspension Rate	All: 0.5% EL: 0.2% SWD: 0% Two or More Races: 0% Hispanic: 0.5%			<1%	
5	Expulsion Rate	0%			<1%	
6	Facility Inspection Toolkit (FIT) Score	Good			Good or better	

7	Student Climate Survey: Sense of Safety	CAS: 43% EIS: 60% (Spring 2023, Panorama survey)			75%+	
8	Student Climate Survey: Sense of School Belonging	CAS: 64% EIS: 30% (Spring 2023, Panorama survey)			CAS: 75%+ EIS: 50%+	
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	CAS: 83% EIS: 83% (Winter 2023)			90%+	
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	CAS: 78% EIS: 70% (Winter 2023)			75%+	

11	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	\$2,429,435.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	\$487,844.00	No
3	Student & Family Supports for Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator, campus aides, and additional office assistants provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense of community and belonging. Additional resources like student uniforms, security, and data software contribute to a safe and supportive learning atmosphere.	\$777,703.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	Broad Goal

State priorities address by this goal.

1, 2, 6, 7

An explanation of why the LEA has developed this goal.

There is a mass exodus of educators from the profession. Just as with students and families, we must be deliberate in building cultures of connection and belonging, as well as providing appropriate resources and support to ensure that every student has what they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, determined by LAUSD Oversight Visit Report)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Dashboard)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama survey)	CAS Teachers: 53% Staff: 54% Leaders: 40% EIS Teachers: 89% Staff: 80%			All 75%+	
6	Whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	\$34,200.00	No
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and	\$3,835,762.00	No

Goal

Goal #	Description	Type of Goal
3	Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

To engage our students we must approach our work with an inclusive, ethnic studies and trauma-informed lens based in the belief that every single child can succeed and deserve the highest quality experience in our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: -51.6 DFS EL: -81.4 DFS SWD: -145.1 DFS Hispanic: -49.7 DFS (2023 Dashboard)			Meet or exceed state average	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 30.06% EL: 4.07% LTEL: 0% SWD: 1.54% (2022-23)			Meet or exceed state average	
3	CAASPP Performance in Math, measured by DFS	All: -82.6 DFS EL: -101.6 DFS SWD: -147.3 DFS Hispanic: -81.9 DFS (2023 Dashboard)			Meet or exceed state average	

4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 18.51% EL: 7.14% LTEL: 0% SWD: 1.54% (2022-23)			Meet or exceed state average	
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 21.27% EL: 1.92% LTEL: N/A SWD: 0% (2022-23)			Meet or exceed state average	
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49.1% (2023 Dashboard)			Meet or exceed state average	
7	EL Reclassification Rate	CAS: 6.6% EIS: 33.3% (2022-23)			Meet or exceed state average	
8	Student Performance on Internal State-Verified Data Assessment for Reading	CAS All: 55% EL: 53% SWD: 57% EIS All: 68% EL: 65% SWD: 78% (2022-23 i-Ready: % of students meeting growth expectations)			55%+	

9	Student Performance on Internal State-Verified Data Assessment for Math	CAS All: 59% EL: 58% SWD: 58% EIS All: 61% EL: 70% SWD: 67% (2022-23 i-Ready % of students meeting growth expectations)			55%+	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.	\$341,803.00	Yes
2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	\$1,518,883.00	Yes
3	Instructional Leadership and Support Staffing	We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher assistants, intervention teachers, and HSO leadership support.	\$1,165,310.00	Yes
4	ELD Program	We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, a Director of Biliteracy, a Literacy Specialist focused on TK-2 foundational literacy, as well as a Literacy Coach supporting our dual language program in all grades.	\$251,277.00	Yes
5	Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities, as well as essential professional development.	\$2,147,380.00	No
6	Strong After-School Program	Our after-school program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, transportation (buses), enrichment programs, facility rentals, and staff training ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	\$1,866,284.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,820,705.00	\$328,419.00

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
38.91%	0.00%		38.91%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>Rates of Chronic Absenteeism for ELs declined more significantly than the schoolwide rate (13.8% to 10.7%). Both are now holding at an alarming 41%. While performance for socioeconomically disadvantaged students closely parallels the school-wide rates (as to be expected, given the high percentage of the student body in this category), this group declined slightly slower (by 1.1%) but still had the same high absenteeism rate.</p> <p>We have seen the challenges that our low-income students face demonstrated on our student climate survey: only 43% of elementary students reported feeling safe at school, along with 60% of middle school students. For our middle school students, only 30% reported a sense of school belonging. While this data is not disaggregated by subgroup, additional qualitative assessment has demonstrated that our low-income students and English Learners are particularly impacted.</p>	<p>This action commits to an increased focus on efforts to support students' connection to school, support mental health, and provide opportunities for connection and positive relationships at school, while continuing to promote strong attendance. Our trauma-informed approach is designed with the needs of our low-income, foster youth, and English Learners in mind, although we believe this approach is appropriate and effective for all students. Additionally, the supervision and relationships provided by our campus aides will continue to strengthen a stronger sense of both physical and psychological safety.</p>	<p>Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.</p>

<p>Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6</p>	<p>We have seen a decline or stagnation in CAASPP performance for our low-income students in English Language-Arts and mathematics in the past year, as discussed in our annual update and reflection. As low-income students make up 95% of our student population, this data closely parallels the school-wide data, and necessitates a school-wide response.</p> <p>Additionally, English Learners are currently lagging behind school-wide performance on every academic metric:</p> <ul style="list-style-type: none"> - CAASPP English Language Arts: 30 point difference by DFS, 26% difference by % meets/exceeds - CAASPP Mathematics: 19 point difference by DFS, 11% difference by % meets/exceeds - CAST: 19% difference by % meets/exceeds <p>LTEL performance lags even farther behind, with 0% of these students demonstrating proficiency on CAASPP ELA and Mathematics.</p> <p>In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap:</p> <ul style="list-style-type: none"> - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to 	<p>Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. This action also ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.</p> <p>Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques.</p> <p>Action 3 ensures that there is appropriate staffing for effective interventions. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place.</p> <p>Action 6 ensures continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day. While the bulk of the program is funded through ELO-P, any additional expenses will be covered by the school's LCFF funding.</p>	<p>CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 4	<p>While our ELPI and reclassification rate have both increased over the past year, our EL reclassification rate at the elementary level is only 6.6%, showing that our students still need significant support to be ready to successfully reclassify.</p> <p>As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance.</p>	<p>Our ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone is equipped and supported to help our EL students succeed.</p>	<p>ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.</p>

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding allows us to fund direct services to students through our ELD Teacher, Intervention Teachers, Teacher Assistants, and Campus Aides.

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

Action Tables

2024-2025 Total Planned Expenditures Table

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 %)
2024-2025	\$7,249,171.00	\$2,820,705.00	38.91%	0.00%	38.91%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$9,814,821.00	\$4,403,394.00	\$0.00	\$637,666.00	\$14,855,881.00	\$8,149,509.00	\$6,706,372.00

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	Effective Operations Management	All	No				ongoing	\$486,436	\$1,942,999	\$2,419,503	\$0	\$0	\$9,932	\$2,429,435	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	\$255,473	\$232,371	\$293,271	\$194,573	\$0	\$0	\$487,844	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$492,336	\$285,367	\$586,747	\$84,242	\$0	\$106,714	\$777,703	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	\$0	\$34,200	\$27,200	\$0	\$0	\$7,000	\$34,200	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	\$3,697,700	\$138,062	\$3,383,538	\$78,056	\$0	\$374,168	\$3,835,762	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$0	\$341,803	\$239,670	\$14,383	\$0	\$87,750	\$341,803	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	\$0	\$1,518,883	\$1,518,383	\$0	\$0	\$500	\$1,518,883	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$1,165,310	\$0	\$985,695	\$146,472	\$0	\$33,143	\$1,165,310	0.00%
3	4	ELD Program	English learner (EL), All	Yes	Limited	English learner (EL)	All Schools	ongoing	\$160,486	\$90,791	\$90,363	\$142,455	\$0	\$18,459	\$251,277	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	\$1,336,464	\$810,916	\$66,968	\$2,080,412	\$0	\$0	\$2,147,380	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$555,304	\$1,310,980	\$203,483	\$1,662,801	\$0	\$0	\$1,866,284	0.00%

2024-2025 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	
\$7,249,171.00	\$2,820,705.00	38.91%	0.00% - No Carryover	38.91%	\$3,624,341.00	0.00%	50.00%	Total:	\$3,624,341.00	
									LEA-wide Total:	
									Limited Total:	\$90,363.00
									Schoolwide Total:	\$3,533,978.00

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	3	Student & Family Supports for Strong Community	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$586,747.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$239,670.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$1,518,383.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$985,695.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	\$90,363.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$203,483.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

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)
No Records Found					

2023-2024 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)
			\$0.00 - No Difference	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)
No Records Found							

2023-2024 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%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$304,798.00	\$43,000.00				\$289,868.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management						\$9,932.00	\$2,429,435.00
1	3	Student & Family Supports for Strong Community						\$106,714.00	\$777,703.00
2	1	Standards-Aligned Instructional Materials						\$7,000.00	\$34,200.00
2	2	High-Quality Teachers and School Leadership	\$271,655.00	\$42,500.00				\$60,013.00	\$3,835,762.00
3	1	Differentiated Instructional Supports						\$87,750.00	\$341,803.00
3	2	Professional Development		\$500.00					\$1,518,883.00
3	3	Instructional	\$33,143.00						\$1,165,310.00

		Leadership and Support Staffing							
3	4	ELD Program						\$18,459.00	\$251,277.00

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Elementary #3

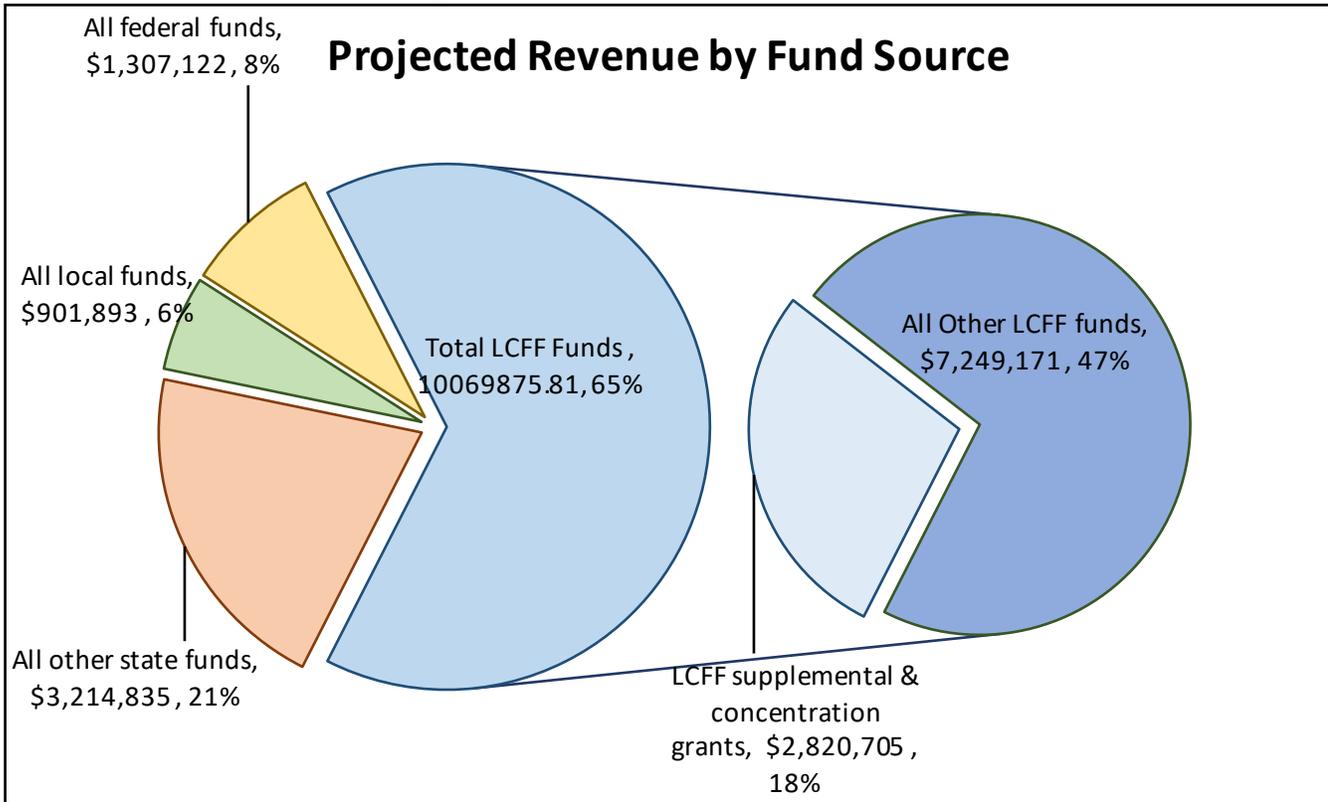
CDS Code: 19-64733-0122564

School Year: 2024 - 25

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).

Budget Overview for the 2024 - 25 School Year

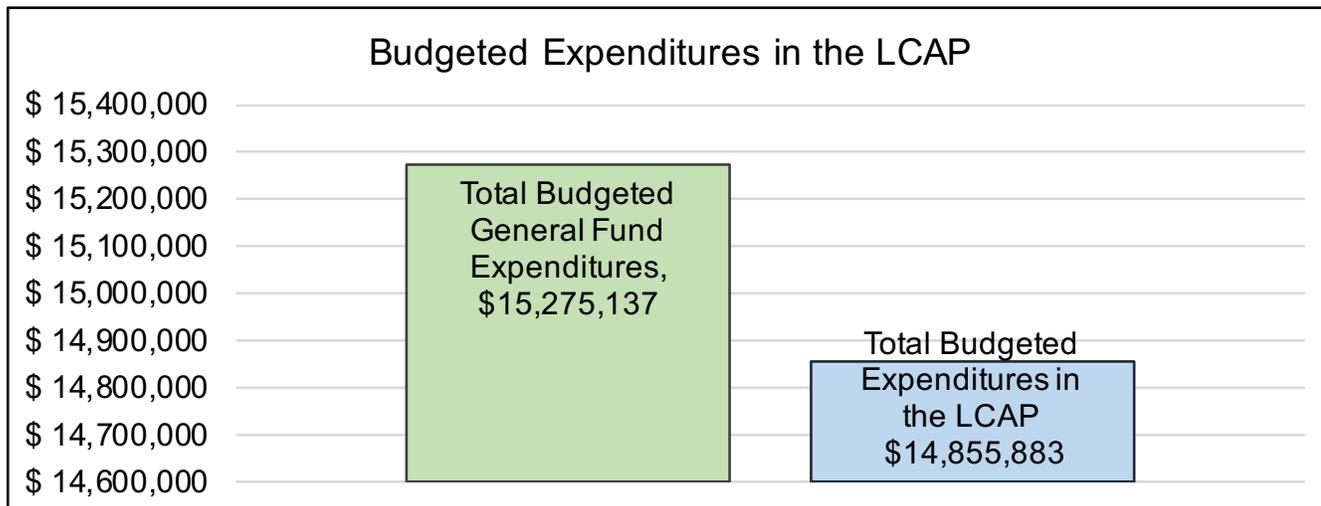


This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Elementary #3 is \$15,493,725.38, of which \$10,069,875.81 is Local Control Funding Formula (LCFF), \$3,214,834.69 is other state funds, \$901,893.11 is local funds, and \$1,307,121.77 is federal funds. Of the \$10,069,875.81 in LCFF Funds, \$2,820,704.85 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo Elementary #3 plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

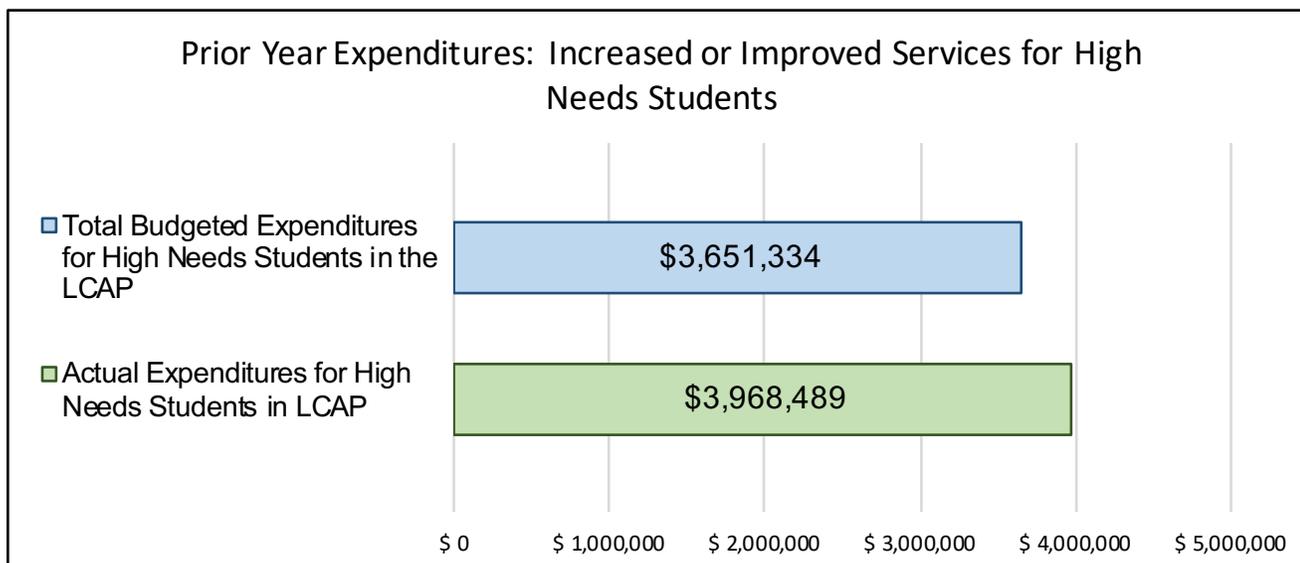
The text description of the above chart is as follows: Camino Nuevo Elementary #3 plans to spend \$15,275,137.16 for the 2024 - 25 school year. Of that amount, \$14,855,883.00 is tied to actions/services in the LCAP and \$419,254.16 is not included in the LCAP. The budgeted expenditures that are not 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 2024 - 25 School Year

In 2024 - 25, Camino Nuevo Elementary #3 is projecting it will receive \$2,820,704.85 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 \$3,624,341.22 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 2023 - 24



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 2023 - 24, Camino Nuevo Elementary #3's LCAP budgeted \$3,651,333.83 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent \$3,968,489.14 for actions to increase or improve services for high needs students in 2023 - 24.

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Local Control and Accountability Plan Instructions

- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**

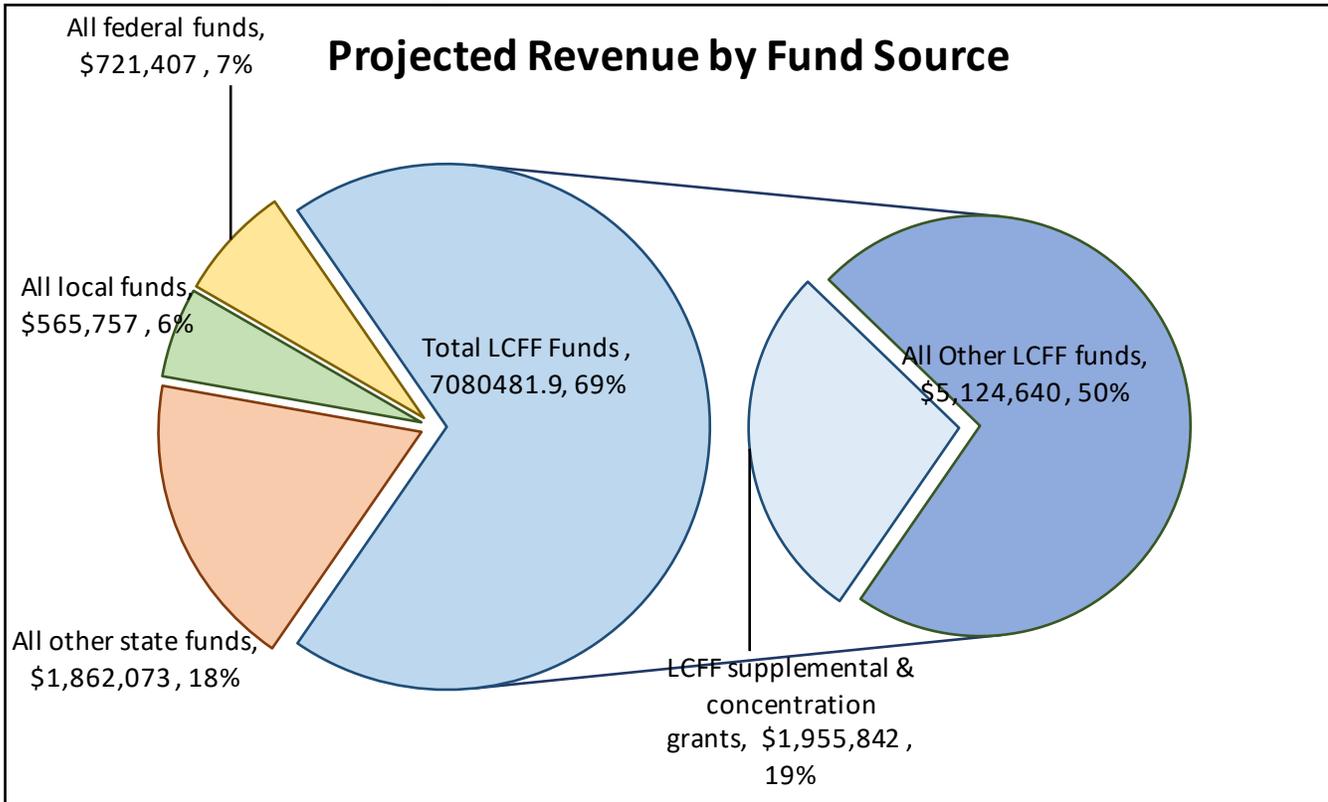
- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
 CDS Code: 19-64733-0124826
 School Year: 2024 - 25
 LEA contact information: [LEA Contact Information]

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).

Budget Overview for the 2024 - 25 School Year

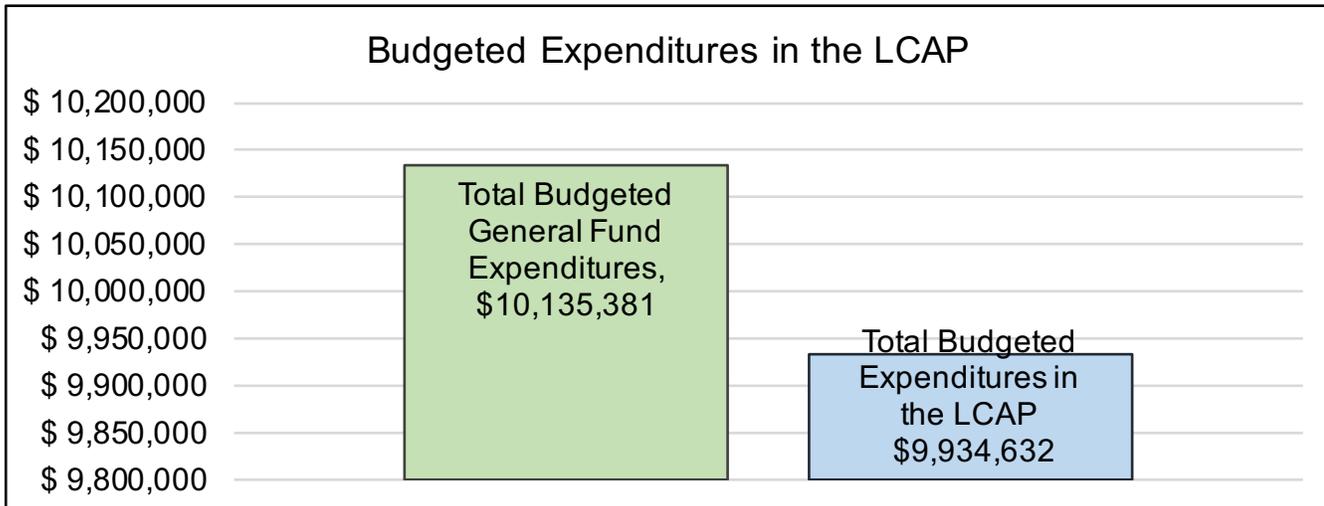


This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #4 is \$10,229,717.79, of which \$7,080,481.90 is Local Control Funding Formula (LCFF), \$1,862,072.63 is other state funds, \$565,756.67 is local funds, and \$721,406.60 is federal funds. Of the \$7,080,481.90 in LCFF Funds, \$1,955,841.52 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo Charter Academy #4 plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

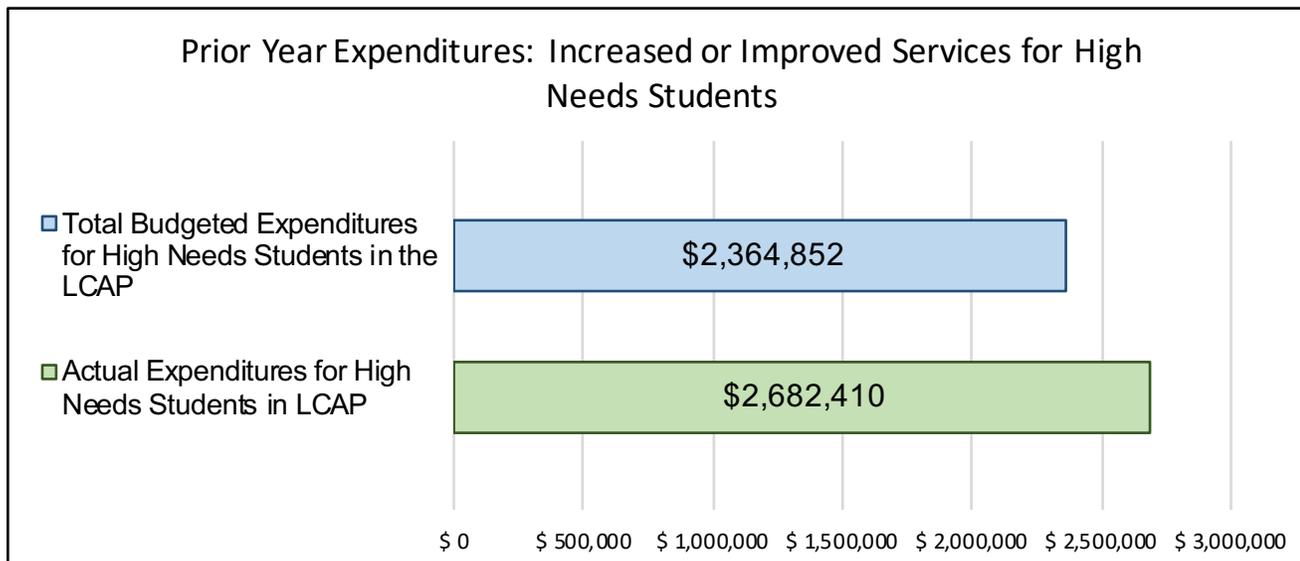
The text description of the above chart is as follows: Camino Nuevo Charter Academy #4 plans to spend \$10,135,380.82 for the 2024 - 25 school year. Of that amount, \$9,934,632.00 is tied to actions/services in the LCAP and \$200,748.82 is not included in the LCAP. The budgeted expenditures that are 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 2024 - 25 School Year

In 2024 - 25, Camino Nuevo Charter Academy #4 is projecting it will receive \$1,955,841.52 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 \$2,243,334.24 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 2023 - 24



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 2023 - 24, Camino Nuevo Charter Academy #4's LCAP budgeted \$2,364,852.05 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #4 actually spent \$2,682,409.63 for actions to increase or improve services for high needs students in 2023 - 24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy #4	Charles Miller, Interim Principal	Charles.miller@caminonuevo.org 213-353-5300

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	47.45% Met or Exceeded Standard (2018-19)	32.44% Met or Exceeded Standard (Y1 data was realigned to 20-21 in order to align with LCAP data timeline and complete annual update data analysis)	32.12% Met or Exceeded Standard	30.66% Met or Exceeded Standard	53% Meet or Exceed
Performance on CAASPP Math (SBAC)	27.56% Met or Exceeded Standard (2018-19)	12.63% Met or Exceeded Standard	19.66% Met or Exceeded Standard	17.39% Met or Exceeded Standard	55% Meet or Exceed
Performance on CAASPP Science	18.49% Met or Exceeded Standard (2018-19)	15.97% Met or Exceeded Standard	19.58% Met or Exceeded Standard	17.8% Met or Exceeded Standard	45% Meet or Exceed
EL Reclassification Rate	27.3% (2019-20)	12.0%	14.9%	11.3%	20% Reclassification Rate

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via i-Ready	Reading: 29% Math: 31%	Reading: 29% Math: 31%	Reading: 33% Math: 31%	Reading: 51% Math: 45%	CNCA schools use iReady to determine the % of students meeting typical growth expectations

Goal Analysis

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.

Instructional materials expenses previously assigned to non-LCFF funds were recategorized to LCFF, raising the total actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in both reading and math on our internal i-Ready data. CAASPP results, however, have decline across the board and lag behind pre-pandemic rates. Our EL reclassification rates have been inconsistent, but we are encouraged by the promise of strong ELPI rates, which signal future reclassification hopes. We recognize that academic growth of this nature is a long-term effort, and the improving growth rates on i-Ready demonstrate that these actions have been somewhat effective in supporting growth. That said, we have continued to respond to these data points as outlined below, and are further refining our approach to academics in the 24-25 LCAP.

1. Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.

- Students receive support embedded in the instructional day through a second literacy block that utilizes small group instruction to address gaps in students' independent reading levels
- More frequent formative assessments and analysis, including spiraling of previously unmastered standards

2. Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.

- Overhaul of professional learning for both teachers and school leaders to ensure that teachers receive centralized PD in our literacy curriculum (ARC Core) and math curriculum (Bridges and Ready Math) once to twice a month
- Leaders receive professional development on a monthly basis in the context of a Role Team, where one representative from the school leadership team receives professional development related to ELA standards, curriculum, and leadership
- Professional learning is focused on instructional strategies that provide students with access to complex text (e.g., intellectual preparation that unpacks the complexity of grade-level text and then prepares text-dependent questions to support students with understanding the text)
- Increased number of literacy coaches to 3 (2 TOSA and 1 API) to ensure teachers have more support through increased coaching cycles.
- Students also receive support through ELO-P (after school) intervention classes dedicated to math
- Continuation of ELO-P intervention for ELD, targeting students at-risk of becoming LTELs. Continuous improvement to the quality of these intervention courses in the form of ongoing professional learning spaces, observation, and feedback for ELD intervention teachers.
- K-2 teachers participate in ongoing professional learning in the context of a monthly PLC, specifically aimed at improving mastery of foundational literacy skills among multilingual learners. These PLCs are led by teachers, who are trained by staff members from TNTP.
- ANet providing direct support for some novice teachers
- TNTP-curated, teacher-led professional learning communities for TK-2 teachers dedicated to foundational literacy skills
- Regular support from Home Office Director of Biliteracy and English Learners with curriculum implementation and related professional development

3. Invest in Special Education support and staffing to meet the needs of students with disabilities.

- RSP teachers use co-planning to ensure that all teachers are educated on their students' IEPs. All teachers have access to our online passports that contain student goals, accommodations, and service prescriptions. Case managers review these documents with teachers who have students with IEPs in their classroom. In addition, case managers co-plan weekly and co-teach oftentimes daily (depending on the services of the students) with general education teachers and staff to ensure that accommodations are in place and students are making progress on their IEP goals.
- All co-teaching staff have attended professional development and training that focus on our co-teaching models. We hold quarterly co-teaching meetings to determine each co-teaching pair's areas of growth and set goals. The leadership team also re-structured their coaching assignments so that the SpEd admin could coach all RSP teachers. This allows her to have a full picture of how the special education program is progressing and meeting the needs of students. Because of this, the SpEd admin also coaches co-teaching partners on an as-needed basis, attending their co-planning sessions and offering them feedback.
- All RSP teachers attend SpEd meetings weekly. During these meetings, the SpEd admin reviews all aspects of IEPs and how to implement them with fidelity. We review guidance from the central office regarding accommodations and Specialized Instruction Strategies, alternative RFEP process for students with IEPs, compliance, IEP meeting resources, IEP meeting parent resources, Welligent and IEP report writing and testing resources, service tracking resources, and gen ed collaboration and lesson planning resources.
- In addition, RSP team has a monthly Inclusion Spotlight PD hosted by the central office's SpEd department. During these trainings, our director of SpEd and associate director of SpEd, as well as Central SpEd Team providers train on compliance and instructional topics, such as co-teaching best practices, IEP quality assurance, IEP writing/report writing, assessments, minute tracking on Welligent, and accommodations, curriculum supports. This year we also implemented a New RSP Teacher PD monthly for new RSP teachers to the

organization. Topics include all things new RSPs should know: Welligent 101, IEP writing, report writing, giving assessments (WCJIV/YCAT/etc), IEP meetings, PLP/goal writing, etc.

4. Use federal funding to supplement our curriculum.

Funding was used as described to support planning time, additional teacher assistants, staff tuition reimbursement, the Director of Biliteracy and English Learners, supplemental ELD software, additional instructional materials, and support for the Ethnic Studies program.

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.

In order to more aggressively target growth in all academic areas, we have redesigned our academic goal (now Goal 3 in the 24-25 LCAP) with more targeted actions, including a focus on English Learners and strategic instructional staffing to help support continued growth. Additionally, we are including subgroup baselines and targets for all academic data.

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.

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%	51%	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	Good	90%

Goal Analysis

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.

Facility expenses were slightly higher than anticipated as we paid for additional cleaning and repairs to maintain our high standards of safety and cleanliness within the building.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we were not able to meet our 100% credentialing goal in a challenging talent environment, we did ensure full compliance with credentialing as verified by LAUSD during our annual district oversight visit. Additionally, we were able to maintain success in providing standards-aligned instructional materials and maintaining a strong facility. This was due to consistent implementation of the actions as planned:

- 1. Ensure the strong basic functions of the school and front office.**
- 2. Maintain high standards of safety and cleanliness.**
- 3. Provide a functional and compliant facility for students and staff.**

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.

Upon reflection, we have regrouped these actions in restructured goals. We believe that strong front office operations and a well-maintained facilities are key drivers of school culture and engagement, and have placed them within our new Goal 1, focused on community. A focus on high-quality teachers, leaders, and curriculum has now been restructured as our new Goal 2.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Attendance Rate	95.3% (19-20)	93%	88%	88.56%	98%
Chronic Absenteeism Rate	13.38% (19-20)	15.6%	41.9%	43.4%	10%
Suspension Rate	1.9% (19-20)	0%	3.8%	3.1%	1%
Expulsion Rate	0% (19-20)	0%	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.”	3-5: 85% 6-8: 78% (19-20) <small>(corrected to school-level data; network-level data was previously provided)</small>	3-5: 79% 6-8: 69% <small>(corrected to school-level data; network-level data was previously provided)</small>	3-5: 55% 6-8: 31% <small>(metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)</small>	3-5: 58% 6-8: 25% <small>(metric modified to School Engagement category of Panorama Survey, as the original question is no longer asked)</small>	90%
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%	66%	64%	73%	75%
Middle School Dropout Rate	0% (19-20)	0%	0%	0.18%	0%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Attendance, chronic absenteeism, and school culture have presented unique challenges in the return from remote learning. As 22-23 data did not show the level of growth that we hoped for, we have focused intensely this year on rebuilding our school community. While there is still work to be done, we feel these efforts have been somewhat effective in helping to stabilize our climate and engagement measures, and providing us a foundation on which to build. That said, we have continued to respond to these data points as outlined below, and are further refining our approach to culture in the 24-25 LCAP:

1. Invest in high levels of parent involvement.

- Our commitment to family engagement continued, with all investments taking place as outlined in our LCAP.

2. Ensure high levels of pupil engagement.

- Named attendance as an org-wide priority, ensuring that we aligned resources across all Camino Nuevo schools to proactively encourage positive attendance habits and respond quickly to absences
- ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to our 94% ADA goal
- Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
- Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
- Re-training leaders and office staff in CNCA's SART and SARB process to respond to chronic absenteeism
- Daily prompt calls to each family when a student is absent to understand reason for absence.

3. Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.

- Reduced the suspension rate by re-training and recommitting to restorative justice practices, including alternatives to suspension such as Parent shadowing, Completion of a restorative project (e.g., research the issue related to the infraction, repair the harm caused either through physical or verbal action), Implementation of conflict resolution circles and/or mediation
- Monthly review of suspension data to ensure additional, wrap-around supports are in place for students in need of additional care

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.

While this goal and associated actions are changing the least in the new LCAP, we are expanding the ways in which we measure our progress to better target our efforts. Where possible, subgroup data will be included, and a more strategic set of questions will be included in parent and student survey data.

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

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	Charles Miller Interim Principal	charles.miller@caminonuevo.org 213-353-5300

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Camino Nuevo Charter Academy #4 (CNCA4) is part of the Camino Nuevo Charter Academy 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.

CNCA4 serves 540 students in grades TK-8, of which 35.5% are English Learners (EL), and 18.2% are students with disabilities (SWD). 90.4% of our students are socioeconomically disadvantaged, 4.6% are homeless, and 1.7% are foster youth.

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.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded \$7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 Dashboard shows ongoing challenges with Chronic Absenteeism (Red), a slight increase in Suspension Rate (Yellow), strong increase in English Learner Progress (Green), and a decline in both English Language Arts and Mathematics (both Orange). Performance on the California Science Test (CAST) declined slightly overall. Internal assessment data shows promising growth on i-Ready Reading and Math, and school climate surveys show strong family engagement and connection, with mixed results for student sense of connection and safety. For all metrics, performance of socioeconomically disadvantaged students paralleled schoolwide performance (an expected outcome given the high percentage of low-income students at CNCA4).

Chronic Absenteeism increased by 1.5% to 43.4% schoolwide. This high rate was closely matched for English Learners (43.2%), Socioeconomically Disadvantaged (SED) students (43.8%), and Hispanic students (43.2%). Students with Disabilities (SWD) increased at a higher rate (3.2%) to 47.6% absenteeism. One relative bright spot, however,

was a decline in absenteeism rates for our Homeless students of 7.1% to 51.3%.

Our school-wide Suspension Rate declined by 0.6% to below the state average of 3.5% at 3.1%. No student groups were classified as Red. English Learners had a slight increase to a rate of 2.9%, aligning more closely with the school-wide rate. Students with Disabilities had a suspension rate of 0.9%, a decline of 3% from the previous year. Homeless students had a suspension rate of 5.1%, suggesting the need for further investments in supports, as outlined in Goal 1, Action 3.

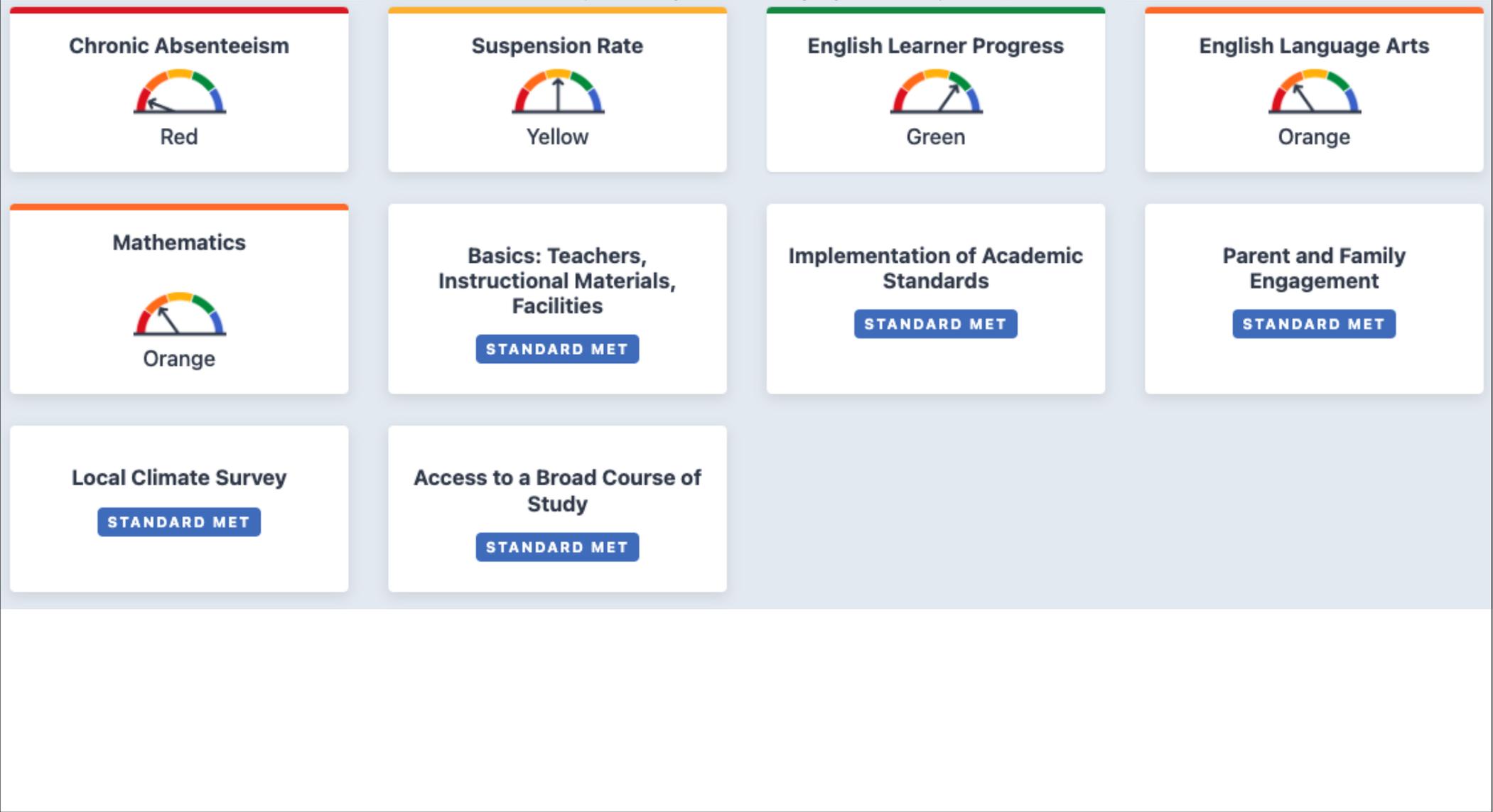
English Learner Progress increased by 6.3% to 49% of students making progress on ELPAC, just outpacing the state average. This was largely driven by a decline in students who decreased a level from 25.7% to 19%, paired with a corresponding increase in students who increased a level from 40.9% to 47.1%.

Performance in English Language Arts declined by 10.6 points to 53.7 points below standard. The decline was steeper for English Learners, whose performance decreased by 21.4 points to 81.5 points below standard. Students with Disabilities, however, increased performance by 5.5 points to 110.2 points below standard. Growth on iReady reading has improved for all of these groups, which we hope is an early indicator of CAASPP progress to come.

CAASPP Mathematics scores declined by 14.9 points to 85.4 points below standard. Again, performance for English Learners declined even further, dropping 17.6 points to 98.3 points below standard. SWD also declined, although more slowly, dropping 5.9 points to 134.8 points below standard. Similar to reading, we did see promising growth for all groups on iReady, but performance here also fell short of our 55% targets.

On CAST, performance declined slightly to 17.8% overall. 5th grade achieved 13.21% mastery, while 8th grade saw 21.54% of students meeting or exceeding the standards. This demonstrates a promising trend of the impact of sustained, vertically aligned science instruction during middle school, which we seek to build on as described in Goal 3.

School climate data shows that families are engaged, with 75% positively assessing the school climate, and a Family Engagement score of 73% on our Winter 2023 Panorama survey. While the sense of school belonging has held fairly steady for our elementary school students at 67%, middle school students are still experiencing disconnection, with only 38% saying they feel a strong sense of school belonging. Nurturing a strong school culture across all grades continues to be a priority, described further in Goal 1 of the 24-25 LCAP.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As part of our Differentiated Assistance support through the Los Angeles County of Education (LACOE), school and network leadership have been engaged in an ongoing root cause and action planning process facilitated by LACOE to address the school's needs.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	<p>Our 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.</p> <p>We encourage our parents to become involved as leaders through several committees: ELAC, Site Based Council (SBC) and our Advocacy Council. Site-Based Council (SBC) is a group of parents, teachers, and school staff who meet regularly to discuss school issues and provide suggestions to the school principal, including direct formal input on the LCAP. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting. SBC Parent Representatives benefit from targeted trainings that not only support their own professional growth but empower them to advocate for high quality education for the benefit of their children and for the community as well.</p> <p>As a Title I School-Wide Program, CNCA #2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors.</p> <p>Additionally, regular Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year.</p> <p>Families also complete a school climate survey once a year, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Teachers and Staff	<p>Teachers and staff have multiple avenues for being engaged in the governance of the school. As for parents, the first avenue is participation in Site Based Council (SBC), which includes parents and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during PD sessions throughout the year. Additionally, the draft LCAP is made available for input via written comment before board approval in June.</p> <p>Teachers and staff also complete multiple surveys annually, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Students	<p>We are dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the Site-Based Council (SBC). Additionally, the draft LCAP is made available for input via written comment</p>

before board approval in June.

While we do not elect SBC student representatives due to our grade span, SSC meetings are open to all, and students are welcome and encouraged to attend, to make public comment, and to connect with representatives prior to the meeting to share their concerns.

In order to ensure that the voice of all students is heard, however, students complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.

All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the processes described above, educational partners shared the following feedback, which has been incorporated as described:

- The need to support teacher sustainability so we can build strong retention of staff and effective and sustainable school cultures. This feedback is reflected in the design of Goal 2, Action 2 to support teacher recruitment and retention.
- Teachers and staff expressed appreciation for an increased emphasis on a strong school culture, including wellness days and a whole-school emphasis on mental health. These efforts continue under Goal 1, Action 3 and Goal 2, Action 2.
- Parents shared appreciation for the communication they receive, as well as parent workshops. This is reinforced in Goal 1, Action 1, and Goal 1, Action 3.
- Students expressed appreciation for offerings like art, PE, and other activities, and a desire to expand these offerings, which are further committed to in Goal 1, Action 3 and Goal 3, Action 6.
- Students also expressed a desire for more sports equipment and supervision for sports activities. These priorities are reflected as part of Goal 1, Action 3; Goal 3, Action 1; and Goal 3, Action 6.
- All educational partners felt that cleanliness, particularly of the bathrooms, needed further attention, which is reflected in Goal 1, Action 2.
- Educational partners shared the need to further strengthen school culture and the approach to discipline, with positive behavior incentives and the need for stronger relationships with campus aides, which is reflected in Goal 1, Action 3.
- There was an appreciation for content-specific professional development, as well as a desire for differentiated professional development. This feedback is reflected in the design of Goal 3, Action 2.

What are two things that this school does well that it should continue to do? Please be as specific as possible. ?



Goals and Actions

Goal

Goal #	Description	Type of Goal
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1	Bridging Towards Belonging - Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.	Broad Goal
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State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Our current historical context is characterized by divisiveness, disconnection, loneliness, and fear. Education feels this viscerally. Rates of depression and anxiety among youth have never been higher. We must be deliberate in building cultures of connection and belonging with and among our communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	88.56% (2022-23)			95%	
2	Chronic Absenteeism Rate	All: 43.4% EL: 43.2% SWD: 47.6% Homeless: 51.3% Hispanic: 43.2% Socioeconomically Disadvantaged: 43.8% (2023 Dashboard)			At or below state average	
3	Middle School Dropout Rate	0% (2022-23)			0%	
4	Suspension Rate	All: 3.1% EL: 2.9% SWD: 0.9% Homeless: 5.1% Hispanic: 3.4% SED: 3.1% (2023 Dashboard)			<1%	
5	Expulsion Rate	0% (2022-23)			0%	

6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)			Good or better	
7	Student Climate Survey: Sense of Safety	Grades 3-5: 47% Grades 6-8: 51% (Spring 2023, Panorama survey)			75%+	
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 67% Grades 6-8: 38% (Spring 2023, Panorama survey)			Grades 3-5: 75%+ Grades 6-8: 50%+	
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	75% (Winter 2023)			75%+	
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	73% (Winter 2023)			75%+	

11	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	\$1,281,281.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	\$438,931.00	No
3	Student & Family Supports for Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator, campus aides, and additional office assistants provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense of community and belonging. Additional resources like student uniforms, security, and data software contribute to a safe and supportive learning atmosphere.	\$525,393.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	Broad Goal

State priorities address by this goal.

1, 2, 6, 7

An explanation of why the LEA has developed this goal.

There is a mass exodus of educators from the profession. Just as with students and families, we must be deliberate in building cultures of connection and belonging, as well as providing appropriate resources and support to ensure that every student has what they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, determined by LAUSD Oversight Visit Report)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Dashboard)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 43% Teachers: 30% (Spring 2023)			60%+	
6	Whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	\$37,879.00	No
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and	\$2,666,462.00	No

Goal

Goal #	Description	Type of Goal
3	Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

To engage our students we must approach our work with an inclusive, ethnic studies and trauma-informed lens based in the belief that every single child can succeed and deserve the highest quality experience in our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: -53.7 DFS EL: -81.5 DFS SWD: -110.2 DFS Homeless: -117.6 DFS Hispanic: -57.1 DFS SED: -54.2 DFS (2023 Dashboard)			At or above state average	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 30.66% EL: 4% LTEL: 5.56% SWD: 8.95% (2022-23)			Meet or exceed state average	

3	CAASPP Performance in Math, measured by DFS	All: -85.4 DFS EL: -98.3 DFS SWD: -134.8 DFS Homeless: -143.5 DFS Hispanic: -87.2 DFS SED: -86.7 DFS (2023 Dashboard)			Meet or exceed state standard	
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 17.39% EL: 7.55% LTEL: 0% SWD: 7.46% (2022-23)			Meet or exceed state average	
5	California Science Test (CAST) Performance, measured by % meeting/exceeding standard	All: 17.8% EL: 3.03% LTEL: N/A SWD: 11.54% (2022-23)			Meet or exceed state average	
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49% (2023 Dashboard)			Meet or exceed state average	
7	EL Reclassification Rate	11.3% (2022-23)			Meet or exceed state average	
8	Student Performance on Internal State-Verified Data Assessment for Reading	All: 51% EL: 47% SWD: 38% (2022-23 i-Ready: % of students meeting growth expectations)			55%+	

9	Student Performance on Internal State-Verified Data Assessment for Math	All: 45% EL: 45% SWD: 35% (2022-23 i-Ready % of students meeting growth expectations)			55%+	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted	\$199,311.00	Yes

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday June 18, 2024 at 4:30 PM
 curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.

2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	\$1,062,705.00	Yes
3	Instructional Leadership and Support Staffing	We invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher assistants, intervention teachers, and HSO leadership support.	\$479,859.00	Yes
4	ELD Program	We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, a Director of Biliteracy, a Literacy Specialist focused on TK-2 foundational literacy, as well as a Literacy Coach supporting our dual language program in all grades.	\$125,386.00	Yes
5	Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities, as well as essential professional development.	\$1,904,021.00	No
6	Strong After-School Program	Our after-school program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, transportation (buses), enrichment programs, facility rentals, and staff training ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	\$1,213,406.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,955,842.00	\$233,653.00

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
38.17%	0.00%		38.17%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>Rates of Chronic Absenteeism for ELs increased by 5.6%, in contrast to the already concerning schoolwide increase of 1.5%, putting both groups at a 43% absenteeism rate. Meanwhile, performance for socioeconomically disadvantaged students closely parallels the school-wide rates (as to be expected, given the high percentage of the student body in this category).</p> <p>We have seen the challenges that our low-income students face demonstrated on our student climate survey: less than 50% of students reported feeling safe at school. For our middle school students, only 38% reported a sense of school belonging. While this data is not disaggregated by subgroup, additional qualitative assessment has demonstrated that our low-income students and English Learners are particularly impacted.</p>	<p>This action commits to an increased focus on efforts to support students' connection to school, support mental health, and provide opportunities for connection and positive relationships at school, while continuing to promote strong attendance. Our trauma-informed approach is designed with the needs of our low-income, foster youth, and English Learners in mind, although we believe this approach is appropriate and effective for all students. Additionally, the supervision and relationships provided by our campus aides will continue to strengthen a stronger sense of both physical and psychological safety.</p>	<p>Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.</p>

<p>Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6</p>	<p>We have seen a decline or stagnation in CAASPP performance for our low-income students in English Language-Arts and mathematics in the past year, as discussed in our annual update and reflection. As low-income students make up 94% of our student population, this data closely parallels the school-wide data, and necessitates a school-wide response.</p> <p>Additionally, English Learners are currently lagging behind school-wide performance on every academic metric:</p> <ul style="list-style-type: none"> - CAASPP English Language Arts: 28 point difference by DFS, 26% difference by % meets/exceeds - CAASPP Mathematics: 13 point difference by DFS, 10% difference by % meets/exceeds - CAST: 15% difference by % meets/exceeds <p>LTEL performance lags even farther behind, with 0% of these students demonstrating proficiency on CAASPP Mathematics, and 6% demonstrating mastery in ELA.</p> <p>In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap:</p> <ul style="list-style-type: none"> - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to 	<p>Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. This action also ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.</p> <p>Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques.</p> <p>Action 3 ensures that there is appropriate staffing for effective interventions. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place.</p> <p>Action 6 ensures continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day. While the bulk of the program is funded through ELO-P, any additional expenses will be covered by the school's LCFF funding.</p>	<p>CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 4	<p>While our ELPI has increased over the past year, our EL reclassification rate has decreased to 11.3%, showing that our students still need significant support to be ready to successfully reclassify.</p> <p>As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance.</p>	Our ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone is equipped and supported to help our EL students succeed.	ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding allows us to fund direct services to students through our Intervention Teachers, Teacher Assistants, and Campus Aides.
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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

Action Tables

2024-2025 Total Planned Expenditures Table

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 %)
2024-2025	\$5,124,640.00	\$1,955,842.00	38.17%	0.00%	38.17%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$6,387,228.00	\$3,210,464.00		\$336,942.00	\$9,934,634.00	\$5,361,901.00	\$4,572,733.00

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	Effective Operations Management	All	No				ongoing	\$271,563	\$1,009,718	\$1,260,745	\$0	\$0	\$20,536	\$1,281,281	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	\$149,377	\$289,554	\$362,577	\$76,354	\$0	\$0	\$438,931	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$367,997	\$157,396	\$417,346	\$81,035	\$0	\$27,012	\$525,393	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	\$0	\$37,879	\$37,879	\$0	\$0	\$0	\$37,879	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	\$2,607,168	\$59,294	\$2,335,514	\$104,016	\$0	\$226,932	\$2,666,462	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$0	\$199,311	\$121,623	\$75,688	\$0	\$2,000	\$199,311	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	\$0	\$1,062,705	\$1,062,705	\$0	\$0	\$0	\$1,062,705	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$479,859	\$0	\$420,292	\$28,120	\$0	\$31,447	\$479,859	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	\$0	\$125,386	\$17,886	\$78,485	\$0	\$29,015	\$125,386	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	\$1,124,382	\$779,639	\$147,178	\$1,756,843	\$0	\$0	\$1,904,021	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$361,555	\$851,851	\$203,483	\$1,009,923	\$0	\$0	\$1,213,406	0.00%

2024-2025 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	
\$5,124,640.00	\$1,955,842.00	38.17%	0.00% - No Carryover	38.17%	\$2,243,335.00	0.00%	43.78%	Total:	\$2,243,335.00	
									LEA-wide Total:	
									Limited Total:	\$17,886.00
									Schoolwide Total:	\$2,225,449.00

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	3	Student & Family Supports for Strong Community	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$417,346.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$121,623.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$1,062,705.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$420,292.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	\$17,886.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$203,483.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

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)
No Records Found					

2023-2024 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)
			\$0.00 - No Difference	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)
No Records Found							

2023-2024 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%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$231,579.00	\$28,800.00				\$76,563.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management						\$20,536.00	\$1,281,281.00
1	3	Student & Family Supports for Strong Community						\$27,012.00	\$525,393.00
2	2	High-Quality Teachers and School Leadership	\$200,132.00	\$26,800.00					\$2,666,462.00
3	1	Differentiated Instructional Supports		\$2,000.00					\$199,311.00
3	3	Instructional Leadership and Support Staffing	\$31,447.00						\$479,859.00
3	4	ELD Program						\$29,015.00	\$125,386.00

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2023-2024 Total Planned Expenditures Table

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 %)
2023-2024	\$ 6,864,534	\$ 1,902,980	27.722%	0.000%	27.722%

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	\$ 7,723,343.40	\$ -	\$ 7,723,343

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	0.000%
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	0.000%
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	0.000%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 304,610		\$ -	\$ -	\$ 304,610	\$ 304,610	0.000%
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	0.000%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 88,841	\$ 88,841	\$ -	\$ -	\$ -	\$ 88,841	0.000%
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	0.000%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 180,874	\$ 180,874	\$ -	\$ -	\$ -	\$ 180,874	0.000%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 56,967	\$ 56,967	\$ -	\$ -	\$ -	\$ 56,967	0.000%
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	0.000%

2023-2024 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	27.722%	0.000%	27.722%	\$ 2,364,852	0.000%	34.450%	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 er	Yes	LEA-wide	All	All Schools	\$ 76,616	0.000%
1	2	Invest in additional resources, partnership	Yes	LEA-wide	All	All Schools	\$ 1,414,337	0.000%
1	3	Invest in Special Education support and st	No	LEA-wide		All Schools	\$ -	0.000%
1	4	Use federal funding to supplement our cur	No	LEA-wide		All Schools	\$ -	0.000%
2	1	Ensure the strong basic functions of the sc	No	LEA-wide		All Schools	\$ -	0.000%
2	2	Maintain high standards of safety and clea	No	LEA-wide		All Schools	\$ -	0.000%
2	3	Provide a functional and compliant facility	No	LEA-wide		All Schools	\$ -	0.000%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 180,874	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 56,967	0.000%
3	3	Invest in a positive and nurturing school cl	Yes	LEA-wide	All	All Schools	\$ 636,058	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,723,343.40	\$ 7,782,109.03

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	\$ 76,616	\$ 129,235
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,414,337	\$ 1,655,563
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 1,963,723	\$ 1,917,236
1	4	Use federal funding to supplement our curriculum	No	\$ 304,610	\$ 312,608
2	1	Ensure the strong basic functions of the school and front office	No	\$ 2,690,977	\$ 2,324,755
2	2	Maintain high standards of safety and cleanliness	No	\$ 88,841	\$ 93,167
2	3	Provide a functional and compliant facility for students and staff	No	\$ 310,341	\$ 451,934
3	1	Invest in high levels of parent involvement	Yes	\$ 180,874	\$ 181,338
3	2	Ensure high levels of pupil engagement.	Yes	\$ 56,967	\$ 66,047
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 636,058	\$ 650,226

2023-2024 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)
\$ 1,832,140	\$ 2,364,852	\$ 2,682,410	\$ (317,558)	0.000%	0.000%	0.000% - 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	\$ 76,616	\$ 129,235	0.000%	0.000%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,414,337	\$ 1,655,563	0.000%	0.000%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.000%	0.000%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.000%	0.000%
2	1	Ensure the strong basic functions of the school and front office	No	\$ -	\$ -	0.000%	0.000%
2	2	Maintain high standards of safety and cleanliness	No	\$ -	\$ -	0.000%	0.000%
2	3	Provide a functional and compliant facility for students and staff	No	\$ -	\$ -	0.000%	0.000%
3	1	Invest in high levels of parent involvement	Yes	\$ 180,874	\$ 181,338	0.000%	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 56,967	\$ 66,047	0.000%	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 636,058	\$ 650,226	0.000%	0.000%

2023-2024 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)
\$ 4,783,087	\$ 1,832,140	0.000%	38.305%	\$ 2,682,410	0.000%	56.081%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Local Control and Accountability Plan Instructions

- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2

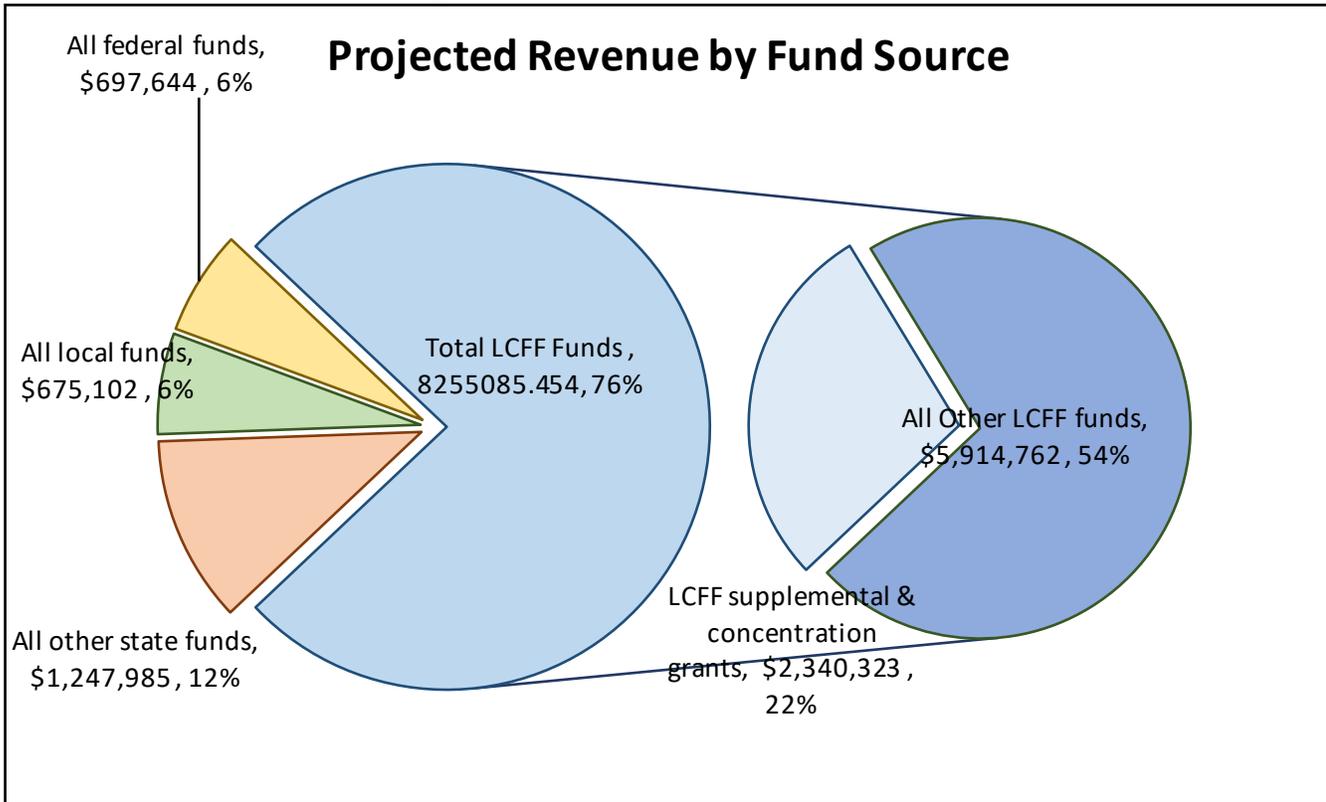
CDS Code: 19-64733-0127910

School Year: 2024 - 25

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).

Budget Overview for the 2024 - 25 School Year

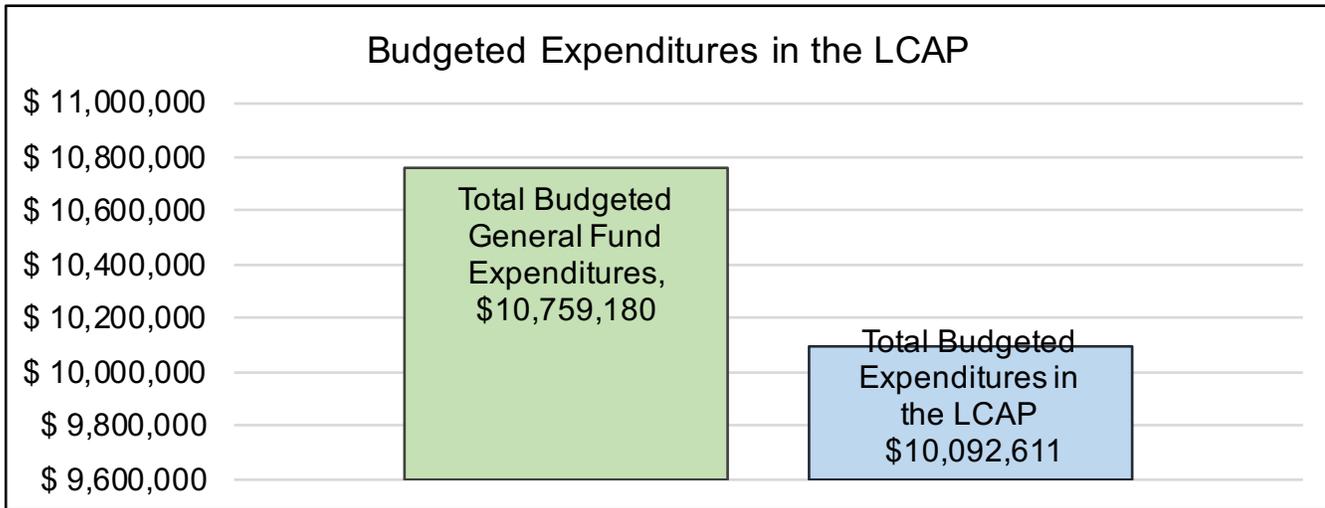


This chart shows the total general purpose revenue Camino Nuevo High #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo High #2 is \$10,875,816.28, of which \$8,255,085.45 is Local Control Funding Formula (LCFF), \$1,247,984.85 is other state funds, \$675,102.31 is local funds, and \$697,643.67 is federal funds. Of the \$8,255,085.45 in LCFF Fund \$2,340,323.45 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 district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Camino Nuevo High #2 plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

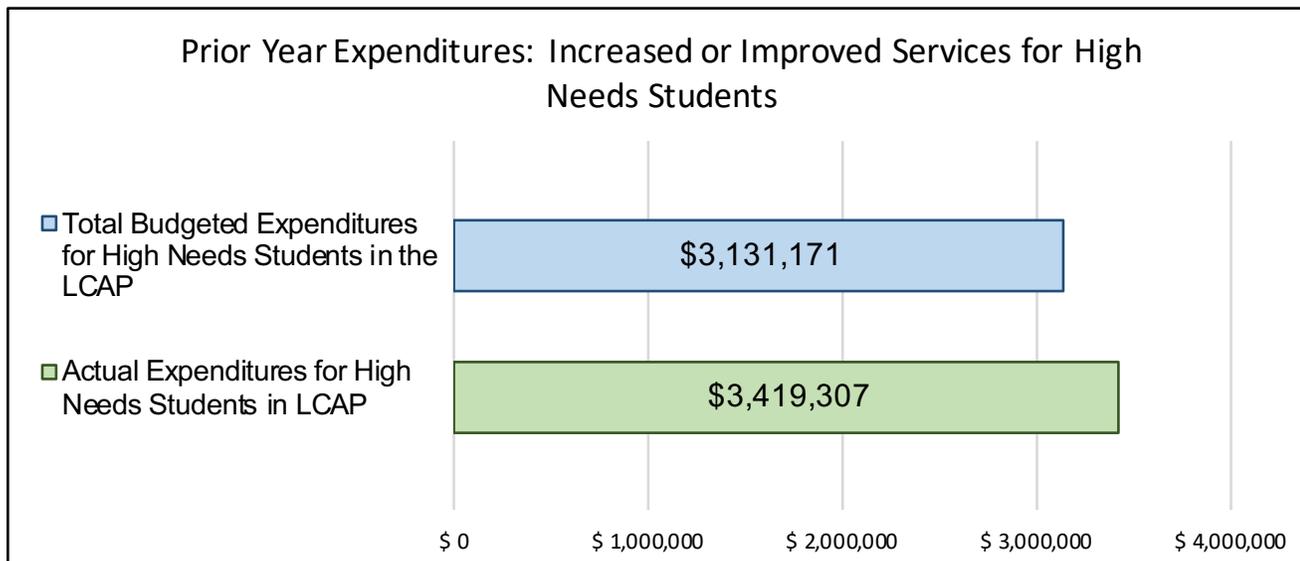
The text description of the above chart is as follows: Camino Nuevo High #2 plans to spend \$10,759,180.17 for the 2024 - 25 school year. Of that amount, \$10,092,611.00 is tied to actions/services in the LCAP and \$666,569.17 is not included in the LCAP. The budgeted expenditures that are not included 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 2024 - 25 School Year

In 2024 - 25, Camino Nuevo High #2 is projecting it will receive \$2,340,323.45 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 \$2,801,818.27 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 2023 - 24



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 2023 - 24, Camino Nuevo High #2's LCAP budgeted \$3,131,171.13 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent \$3,419,306.90 for actions to increase or improve services for high needs students in 2023 - 24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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 213-736-5566

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Performance on CAASPP ELA (SBAC)	65.45% Met or Exceeded Standard (2018-19)	Data not available due to COVID-19 pandemic. (Y1 data was realigned to 20-21 in order to align with LCAP data timeline and complete annual update data analysis)	59.63% Met or Exceeded Standard	73.83% Met or Exceeded Standard	75% Meet or Exceed
Performance on CAASPP Math (SBAC)	15.46% Met or Exceeded Standard (2018-19)	Data not available due to COVID-19 pandemic.	20.19% Met or Exceeded Standard	25.24% Met or Exceeded Standard	45% Meet or Exceed
Performance on CAASPP Science	20.95% Met or Exceeded Standard (2018-19)	Data not available due to COVID-19 pandemic.	16.98% Met or Exceeded Standard	Data not available; fewer than 11 students tested.	45% Meet or Exceed
EL Reclassification Rate	22% (2019-20)	2.5%	12.1%	16.25%	30% Reclassification Rate

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Local Indicator: % of students meeting expectations via i-Ready	Reading: 16% Math: 10%	Reading: 16% Math: 10%	Reading: 21% Math: 21%	Reading: 21% Math: 60%	CNCA schools use iReady to determine the % of students meeting typical growth expectations
% of students meeting A-G requirements	100%	100%	85%	98%	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%	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 US Govt 0% AP Spanish Language: 94% AP English Literature: 57% AP English Language: 25% AP Calculus 0% AP Biology: 13% AP Studio Art: 59%	Pass rates increase by 5% annually.

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in science and ELA performance on CAASPP that slightly exceeds pre-pandemic performance. This achievement progress is further supported by strong growth indicators from our internal i-Ready data. Although CAASPP results in math still lag behind pre-pandemic rates, they have grown consistently each year. While EL reclassification rates are still below our target, they have grown steadily. Based on this data overall, we believe the planned actions have been effective, while we have continued to respond to these data points as outlined below, and are further refining our approach to academics in the 24-25 LCAP.

1. Provide standard-aligned materials that enable students to successfully access a broad and rigorous course of study.

- Students receive support embedded in the instructional day through a second literacy block that utilizes small group instruction to address gaps in students' independent reading levels
- More frequent formative assessments and analysis, including spiraling of previously unmastered standards

2. Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.

- Overhaul of professional learning for both teachers and school leaders to ensure that teachers receive centralized PD in our literacy curriculum (ARC Core) and math curriculum (Ready Math) once to twice a month
- Leaders receive professional development on a monthly basis in the context of a Role Team, where one representative from the school leadership team receives professional development related to ELA standards, curriculum, and leadership
- Professional learning is focused on instructional strategies that provide students with access to complex text (e.g., intellectual preparation that unpacks the complexity of grade-level text and then prepares text-dependent questions to support students with understanding the text)
- Increased number of literacy coaches to 3 (2 TOSA and 1 API) to ensure teachers have more support through increased coaching cycles.
- Students also receive support through ELO-P (after school) intervention classes dedicated to math
- Continuation of ELO-P intervention for ELD, targeting students at-risk of becoming LTELs. Continuous improvement to the quality of these intervention courses in the form of ongoing professional learning spaces, observation, and feedback for ELD intervention teachers.
- ANet providing direct support for some novice teachers
- Regular support from Home Office Director of Biliteracy and English Learners with curriculum implementation and related professional development

3. Invest in Special Education support and staffing to meet the needs of students with disabilities.

- RSP teachers use co-planning to ensure that all teachers are educated on their students' IEPs. All teachers have access to our online passports that contain student goals, accommodations, and service prescriptions. Case managers review these documents with teachers who have students with IEPs in their classroom. In addition, case managers co-plan weekly and co-teach oftentimes daily (depending on the

services of the students) with general education teachers and staff to ensure that accommodations are in place and students are making progress on their IEP goals.

- All co-teaching staff have attended professional development and training that focus on our co-teaching models. We hold quarterly co-teaching meetings to determine each co-teaching pair's areas of growth and set goals. The leadership team also re-structured their coaching assignments so that the SpEd admin could coach all RSP teachers. This allows her to have a full picture of how the special education program is progressing and meeting the needs of students. Because of this, the SpEd admin also coaches co-teaching partners on an as-needed basis, attending their co-planning sessions and offering them feedback.

- All RSP teachers attend SpEd meetings weekly. During these meetings, the SpEd admin reviews all aspects of IEPs and how to implement them with fidelity. We review guidance from the central office regarding accommodations and Specialized Instruction Strategies, alternative RFEP process for students with IEPs, compliance, IEP meeting resources, IEP meeting parent resources, Welligent and IEP report writing and testing resources, service tracking resources, and gen ed collaboration and lesson planning resources.

- In addition, RSP team has a monthly Inclusion Spotlight PD hosted by the central office's SpEd department. During these trainings, our director of SpEd and associate director of SpEd, as well as Central SpEd Team providers train on compliance and instructional topics, such as co-teaching best practices, IEP quality assurance, IEP writing/report writing, assessments, minute tracking on Welligent, and accommodations, curriculum supports. This year we also implemented a New RSP Teacher PD monthly for new RSP teachers to the organization. Topics include all things new RSPs should know: Welligent 101, IEP writing, report writing, giving assessments (WCJIV/YCAT/etc), IEP meetings, PLP/goal writing, etc.

4. Use federal funding to supplement our curriculum.

Funding was used as described to support planning time, additional teacher assistants, staff tuition reimbursement, the Director of Biliteracy and English Learners, supplemental ELD software, additional instructional materials, and support for the Ethnic Studies program.

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.

In order to more aggressively target growth in all academic areas, we have redesigned our academic goal (now Goal 3 in the 24-25 LCAP) with more targeted actions, including a focus on English Learners and strategic instructional staffing to help support continued growth. Additionally, we are including subgroup baselines and targets for all academic data.

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.

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%	72%	100%
Local Indicator: % of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Annual score on CNCA facility audit	93%	93%	Good	Good	90%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we were not able to meet our 100% credentialing goal in a challenging talent environment, we did ensure full compliance with credentialing as verified by LAUSD during our annual district oversight visit. Additionally, we were able to maintain success in providing standards-aligned instructional materials and maintaining a strong facility. This was due to consistent implementation of the actions as planned:

- 1. Ensure the strong basic functions of the school and front office.**
- 2. Maintain high standards of safety and cleanliness.**
- 3. Provide a functional and compliant facility for students and staff.**

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.

Upon reflection, we have regrouped these actions in restructured goals. We believe that strong front office operations and a well-maintained facilities are key drivers of school culture and engagement, and have placed them within our new Goal 1, focused on community. A focus on high-quality teachers, leaders, and curriculum has now been restructured as our new Goal 2.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Attendance Rate	93.6% (19-20)	83%	87%	91%	95%
Chronic Absenteeism Rate	13.38% (19-20)	48.6%	39.7%	29%	10%
Suspension Rate	3% (19-20)	0.2%	2.2%	0.2%	1%
Expulsion Rate	0% (19-20)	0%	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)	69% <small>(corrected to school-level data; network-level data was previously provided)</small>	59%	61%	75%
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%	66%	66%	69%	70%
High School Dropout Rate	4.72% (19-20)	2.6%	3.7%	4.1%	2%

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
High School Graduation Rate	95.28% (19-20)	97.4%	94.8%	92.9%	98%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we faced a challenge with attendance during remote schooling, attendance and absenteeism have steadily in the subsequent years due to a concerted focus on culture. A small spike in suspension rates in the first year back in-school has also resolved back down to our almost zero suspension rate. While there is still work to be done, particularly to bring down the low but growing dropout rate, we feel these efforts have been effective in stabilizing our climate and engagement measures to relatively close to pre-pandemic levels, and providing us a foundation on which to build. This growth was achieved through sustained commitment to our actions as described:

1. Invest in high levels of parent involvement.

- Our commitment to family engagement continued, with all investments taking place as outlined in our LCAP.

2. Ensure high levels of pupil engagement.

- Named attendance as an org-wide priority, ensuring that we aligned resources across all Camino Nuevo schools to proactively encourage positive attendance habits and respond quickly to absences
- ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to our 94% ADA goal
- Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
- Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
- Re-training leaders and office staff in CNCA's SART and SARB process to respond to chronic absenteeism
- Daily prompt calls to each family when a student is absent to understand reason for absence.

3. Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.

- Reduced the suspension rate by re-training and recommitting to restorative justice practices, including alternatives to suspension such as Parent shadowing, Completion of a restorative project (e.g., research the issue related to the infraction, repair the harm caused either through physical or verbal action), Implementation of conflict resolution circles and/or mediation
- Monthly review of suspension data to ensure additional, wrap-around supports are in place for students in need of additional care

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.

While this goal and associated actions are changing the least in the new LCAP, we are expanding the ways in which we measure our progress to better target our efforts. Where possible, subgroup data will be included, and a more strategic set of questions will be included in parent and student survey data.

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

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 213-736-5566

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Camino Nuevo Charter High School #2 (CNCHS2) is part of the Camino Nuevo Charter Academy 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.

We are very proud that CNCHS2 was named a 2024 California Distinguished School. The California Distinguished Schools Program recognizes exceptional schools for closing the achievement gap and demonstrating exceptional student performance. Schools were selected by analyzing data reported through the 2023 Dashboard, with a focus on demonstrating excellence and growth in academic achievement and ensuring a positive school climate.

CNCHS2 serves 465 students in grades 9-12, of which 16.6% are English Learners (EL), and 16.3% are students with disabilities (SWD). 96.6% of our students are socioeconomically disadvantaged, 0.4% are foster youth, and 1.1% are homeless.

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.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded \$7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.



Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 Dashboard shows continued success in maintaining a low Suspension Rate (Blue), strong English Learner Progress (Green), minor improvement in our Graduation Rate (Yellow), solid performance in College/Career (Medium), extremely strong achievement in English Language Arts (Blue), and meaningful growth in Mathematics (Yellow). Results on the California Science Test (CAST) also improved. Meanwhile, school climate surveys show strong family engagement and connection, with mixed results for student sense of connection and safety.

Our suspension rate declined 2% to only 0.2% schoolwide, well below the state average of 3.5%. All student groups with colors were identified Blue, with a 0% suspension rate

for English Learners (EL) and Students with Disabilities (SWD).

English Learner Progress increased by 12.6% to 47.5%, nearly matching the state average. This was driven by a meaningful increase in students who progressed at least one level, driven both by students who had been maintaining the same level (once 45%, now 39%), as well as those who had declined (once 20%, now 14%). This was paired with an increase in our EL reclassification rate from 12% to 16%.

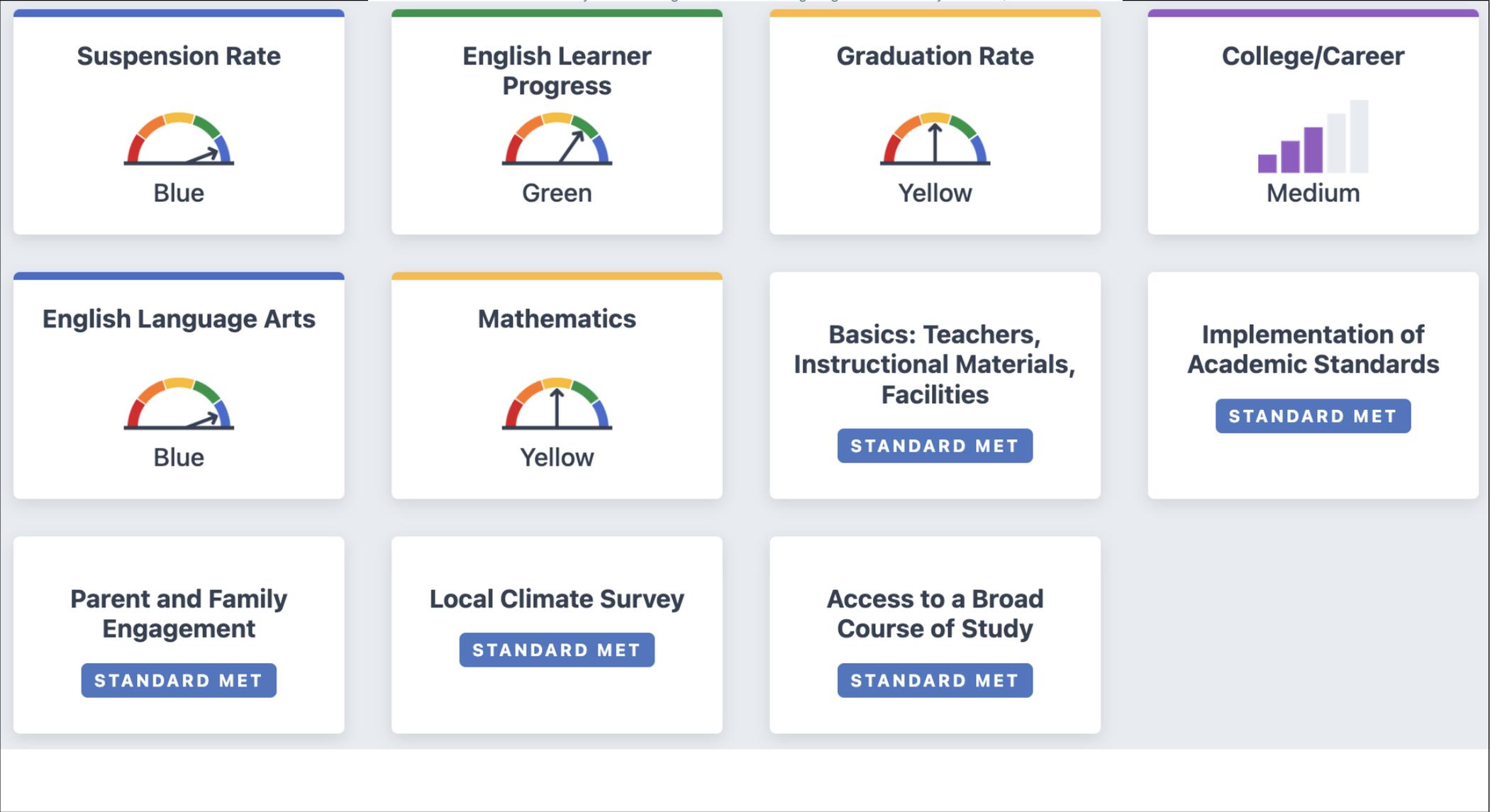
On the Dashboard, our graduation rate went up by 0.9% to 85%, just below the statewide rate of 86.4%. On the Dashboard, the graduation rate for ELs was 70%, a 3.6% decline; for SWD, the graduation rate was 73.3%.

For College/Career readiness, we achieved a Medium rating, with 48.5% of students considered prepared--this exceeded the state average of 43.9%. For English Learners and Students with Disabilities, however, rates were far different, with only 22.2% of ELs considered prepared, and 0% of SWD.

CAASPP performance on English Language Arts outpaced the state average by 62 points, achieving an average of 48.3 points above standard, an increase of 31.7 points. All student groups with colors performed at the Blue level. Again, however, we saw the performance of ELs and SWD lag far behind schoolwide performance, although they demonstrated strong growth. ELs averaged 56.1 points below standard, but extraordinary growth of 51.5 points, while SWD averaged 91 points below standard, an increase of 17.9 points from the previous year.

CAASPP performance in mathematics is slightly below the state in terms of achievement, but showed an impressive 39.1 points of growth to average 68 points below standard schoolwide. Similar to ELA, while ELs and SWD underperformed the schoolwide rate, they overperformed in terms of growth. ELs averaged 128.5 points below standard, but increased 72 points to get there. SWD were at 150.6 points below standard, an increase of 89.8 points from 2022.

School climate data shows that families are deeply engaged, with 87% positively assessing the school climate, and a Family Engagement score of 69% on our Winter 2023 Panorama survey--remarkably high for a high school. While the sense of safety has increased to 68%, this continues to be an area of growth following the return from remote learning. School belonging continues to be the biggest climate concern, with only 31% of students responding favorably. Nurturing a strong school culture across every dimension continues to be a priority, described further in Goal 1 of the 24-25 LCAP.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	<p>Our 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.</p> <p>We encourage our parents to become involved as leaders through several committees: ELAC, Site Based Council (SBC) and our Advocacy Council. Site-Based Council (SBC) is a group of parents, students, teachers, and school staff who meet regularly to discuss school issues and provide suggestions to the school principal, including direct formal input on the LCAP. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting. SBC Parent Representatives benefit from targeted trainings that not only support their own professional growth but empower them to advocate for high quality education for the benefit of their children and for the community as well.</p> <p>As a Title I School-Wide Program, CNCA #2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors.</p> <p>Additionally, regular Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year.</p> <p>Families also complete a school climate survey once a year, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Teachers and Staff	<p>Teachers and staff have multiple avenues for being engaged in the governance of the school. As for parents, the first avenue is participation in Site Based Council (SBC), which includes parents, students, and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.</p> <p>Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during PD sessions throughout the year. Additionally, the draft LCAP is made available for input via written comment before board approval in June.</p> <p>Teachers and staff also complete multiple surveys annually, providing data for key LCAP metrics as well as input on school progress and priorities.</p> <p>All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.</p>
Students	<p>We are dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the Site-Based Council (SBC). Student input on LCAP-related issues is also sought via weekly Advisory and</p>

the student Leadership course. Additionally, the draft LCAP is made available for input via written comment before board approval in June.

As for parents and teachers, the first avenue is participation in Site Based Council (SBC), which includes parents, students and staff who are elected to represent on this governing body. The responsibility of SBC is to: provide guidance and direction to the principal on the goals of the school, the methods to reach these goals, budgetary priorities, the LCAP, and student outcomes. Each year, members of the SBC are elected by their peers and they serve on the SBC until the next year's elections are held. Meetings are open to the public and community members may participate by making public comments or by connecting with their elected representative prior to the meeting.

In order to ensure that the voice of all students is heard, students complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.

All educational partners are also encouraged to attend bi-monthly Board Meetings. The Board Meetings are held after school at a CNCA campus and there are opportunities for public comment and staff comment throughout the meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the processes described above, educational partners shared the following feedback, which has been incorporated as described:

- The need to support teacher sustainability so we can build strong retention of staff and effective and sustainable school cultures. Teachers expressed appreciation for Avance and the Emerging Leaders Cadre. This feedback is reflected in the design of Goal 2, Action 2 to support teacher recruitment and retention.
- Staff identified the need for additional support from leadership through observation and professional development, including continued improvement in instructional coaching, which is included in Goal 3, Action 2 and 3.
- Staff felt that the expansion of the ELD department has been a strength, which continues in Goal 3, Action 4.
- Students also expressed a desire for more non-academic and community-building opportunities, including more sports, free dress days, special events, electives, continued Advisory Olympics, etc. Parents also valued the sports program. These priorities are reflected as part of Goal 1, Action 3; Goal 3, Action 1; and Goal 3, Action 6.
- Students valued Community Dialogue and the general emphasis on involvement and communication schoolwide, including in being prepared for college, etc. Parents also emphasized the strong relationship-building they experienced schoolwide. These are areas of continued focus in Goal 1, Action 1, and Goal 1, Action 3.

1

Bridging Towards Belonging - Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.

Broad Goal

State priorities address by this goal.

1, 3, 5, 6, 4

An explanation of why the LEA has developed this goal.

Our current historical context is characterized by divisiveness, disconnection, loneliness, and fear. Education feels this viscerally. Rates of depression and anxiety among youth have never been higher. We must be deliberate in building cultures of connection and belonging with and among our communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	91.15% (22-23)			95%+	
2	Chronic Absenteeism	All: 29% EL: 45.6% SWD: 41.3% (2023 SARC)			At or below state average	
3	High School Dropout Rate	4.1% (2023 School Accountability Report Card)			2% or less	
4	Suspension Rate	All: 0.2% EL: 0% SWD: 0% (2023 Dashboard)			<1%	
5	Expulsion Rate	0% (22-23)			<1%	
6	Facility Inspection Toolkit (FIT) Score	Good			Good or better	
7	Student Climate Survey: Sense of Safety	68% (Spring 2023 Panorama Survey)			75%+	

8	Student Climate Survey: Sense of School Belonging	31% (Spring 2023, Panorama survey)			50%+	
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	87% (Winter 2023, Panorama Survey)			85%+	
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	69% (Winter 2023)			75%+	
11	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	\$1,784,066.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	\$402,068.00	No
3	Student & Family Supports for Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator, Attendance Clerk, College Counselor Coordinator, and campus aides provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense	\$576,922.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	Broad Goal

State priorities address by this goal.

1, 2, 6, 4, 7

An explanation of why the LEA has developed this goal.

There is a mass exodus of educators from the profession. Just as with students and families, we must be deliberate in building cultures of connection and belonging, as well as providing appropriate resources and support to ensure that every student has what they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, determined by LAUSD Oversight Visit Report)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Dashboard)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 53% Teachers: 67% (Spring 2023)			75%+	
6	Whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	Met (2023 Dashboard)			Met	

7	The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (A-G course completion)	2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission: 98.00% 2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission: 81.00% (2023 SARC)			90%+	
8	Graduation Rate	All: 85% EL: 70% SWD: 73.3% (2023 Dashboard)			Meet or exceed state average	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	\$66,000.00	No
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the school principal.	\$3,009,968.00	No

Goal

Goal #	Description	Type of Goal
3	Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

To engage our students we must approach our work with an inclusive, ethnic studies and trauma-informed lens based in the belief that every single child can succeed and deserve the highest quality experience in our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: +48.3 DFS EL: -56.1 DFS SWD: -91 DFS (2023 Dashboard)			At or above state average	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 73.83% EL: N/A LTEL: N/A SWD: 15.38% (2022-23)			Meet or exceed state average	
3	CAASPP Performance in Math, measured by DFS	All: -68 DFS EL: -28.5 DFS SWD: -150.6 DFS (2023 Dashboard)			Meet or exceed state average	

4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 25.24% EL: 0% SWD: 0% (2022-23)			Meet or exceed state average	
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 26.73% (2022-23)			Meet or exceed state average	
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	47.5% (2023 Dashboard)			Meet or exceed state average	
7	EL Reclassification Rate	16.25%			Meet or exceed state average	
8	Percentage of students who have passed an advanced placement examination with a score of 3 or higher	AP US Govt 0% AP Spanish Language: 94% AP English Literature: 57% AP English Language: 25% AP Calculus 0% AP Biology: 13% AP Studio Art: 59%			Pass rates increase by 5% annually.	
9	% of students demonstrating college/career readiness	48.5% (2023 Dashboard)			Meet or exceed state average	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.	\$359,776.00	No
2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	\$1,265,108.00	Yes
3	Instructional Leadership	We invest in additional staffing positions (both leadership and direct services) to ensure the	\$667,564.00	Yes

	and Support Staffing	academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher assistants, our intervention coordinator, and HSO leadership support.		
4	ELD Program	We invest in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, Director of Biliteracy, our ELD teacher, and a math coach to support progress for ELs in math.	\$218,264.00	Yes
5	Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities, as well as essential professional development.	\$1,709,644.00	No
6	Strong After-School & Summer Program	Our after-school & summer bridge program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, as well as other supplies, along with Summer Bridge staff ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	\$33,231.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,340,323.00	\$272,109.00

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
39.57%	0.00%		39.57%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>45.6% of English Learners were chronically absent in 22-23, compared to a schoolwide rate of 29%. While performance for socioeconomically disadvantaged students closely parallels the school-wide rates (as to be expected, given the high percentage of the student body in this category), this schoolwide rate is also concerning, particularly paired with a small but notable increase in our dropout rate.</p> <p>We have seen the challenges that our low-income students face demonstrated on our student climate survey: while 68% feel safe at school only 31% reported a sense of school belonging. While this data is not disaggregated by subgroup, additional qualitative assessment has demonstrated that our low-income students and English Learners are particularly impacted.</p>	<p>This action commits to an increased focus on efforts to support students' connection to school, support mental health, and provide opportunities for connection and positive relationships at school, while continuing to promote strong attendance. Our trauma-informed approach is designed with the needs of our low-income, foster youth, and English Learners in mind, although we believe this approach is appropriate and effective for all students. Additionally, the supervision and relationships provided by our campus aides will continue to strengthen a stronger sense of both physical and psychological safety.</p>	<p>Attendance, Chronic Absenteeism, Student Climate Survey results, dropout rates, suspension rates.</p>

<p>Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6</p>	<p>While we have seen a strong increase in CAASPP performance for our low-income students in English Language-Arts, mathematics, and science in the past year, as discussed in our annual reflection, their performance still lags significantly behind the school-wide average. As low-income students make up 97% of our student population, this data closely parallels the school-wide data, and necessitates a school-wide response.</p> <p>English Learners are currently lagging behind school-wide performance on every academic metric: - CAASPP English Language Arts: 104.4 point difference by DFS - CAASPP Mathematics: 60.5 point difference by DFS, 25.4% difference by % meets/exceeds</p> <p>While LTEL performance is not publicly available due to the small sample size tested, we know that these students continue to need additional support in order to succeed.</p> <p>Additionally, on our College/Career Readiness metric, only 22% of ELs are prepared, compared to 48.5% schoolwide.</p> <p>In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap: - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to</p>	<p>Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. This action also ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.</p> <p>Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques.</p> <p>Action 3 ensures that there is appropriate staffing for effective interventions. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place.</p> <p>Action 6 ensures continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day.</p>	<p>CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 4	<p>While we have seen an increase in both our ELPI and reclassification rates, they lag behind state averages and our school targets.</p> <p>Additionally, as discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance.</p>	<p>Our ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone is equipped and supported to help our EL students succeed.</p>	<p>ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.</p>

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding allows us to fund direct services to students through our Intervention Coordinator, College Counselor Coordinator, Teacher Assistants, and Campus Aides.

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

Action Tables

2024-2025 Total Planned Expenditures Table

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 %)
2024-2025	\$5,914,762.00	\$2,340,323.00	39.57%	0.00%	39.57%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$8,318,825.00	\$1,489,204.00		\$284,582.00	\$10,092,611.00	\$5,667,709.00	\$4,424,902.00

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	Effective Operations Management	All	No				ongoing	\$348,642	\$1,435,424	\$1,784,066	\$0	\$0	\$0	\$1,784,066	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	\$136,653	\$265,415	\$265,415	\$136,653	\$0	\$0	\$402,068	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	\$275,797	\$301,125	\$426,187	\$150,735	\$0	\$0	\$576,922	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	\$0	\$66,000	\$39,000	\$27,000	\$0	\$0	\$66,000	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	\$2,920,195	\$89,773	\$2,811,696	\$0	\$0	\$198,272	\$3,009,968	0.00%
3	1	Differentiated Instructional Supports		No					\$0	\$359,776	\$298,976	\$0	\$0	\$60,800	\$359,776	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	\$0	\$1,265,108	\$1,250,108	\$0	\$0	\$15,000	\$1,265,108	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$667,564	\$0	\$585,562	\$82,002	\$0	\$0	\$667,564	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	\$202,813	\$15,451	\$207,754	\$0	\$0	\$10,510	\$218,264	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	\$1,092,814	\$616,830	\$616,830	\$1,092,814	\$0	\$0	\$1,709,644	0.00%
3	6	Strong After-School & Summer Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	\$23,231	\$10,000	\$33,231	\$0	\$0	\$0	\$33,231	0.00%

2024-2025 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	
\$5,914,762.00	\$2,340,323.00	39.57%	0.00% - No Carryover	39.57%	\$2,502,842.00	0.00%	42.32%	Total:	\$2,502,842.00	
									LEA-wide Total:	
									Limited Total:	\$207,754.00
									Schoolwide Total:	\$2,295,088.00

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	3	Student & Family Supports for Strong Community	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$426,187.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$1,250,108.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$585,562.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	\$207,754.00	0.00%
3	6	Strong After-School & Summer Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$33,231.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

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)
No Records Found					

2023-2024 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)
			\$0.00 - No Difference	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)
No Records Found							

2023-2024 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%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$202,032.00	\$21,750.00				\$60,800.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	2	High-Quality Teachers and School Leadership	\$191,522.00	\$6,750.00					\$3,009,968.00
3	1	Differentiated Instructional Supports						\$60,800.00	\$359,776.00
3	2	Professional Development		\$15,000.00					\$1,265,108.00
3	4	ELD Program	\$10,510.00						\$218,264.00

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2023-2024 Total Planned Expenditures Table

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 %)
2023-2024	\$ 8,026,775	\$ 2,265,629	28.226%	0.000%	28.226%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,201,883	\$ 571,741	\$ -	\$ 245,375	\$ 9,018,998.53	\$ -	\$ 9,018,999

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	\$ -	\$ 119,171	\$ 119,171	\$ -	\$ -	\$ -	\$ 119,171	0.000%
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	\$ -	\$ 1,916,914	\$ 1,916,914	\$ -	\$ -	\$ -	\$ 1,916,914	0.000%
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	\$ -	\$ 1,819,212	\$ 1,247,471	\$ 571,741	\$ -	\$ -	\$ 1,819,212	0.000%
1	4	Use federal funding to supplement our curriculum	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 245,375	\$ -	\$ -	\$ -	\$ 245,375	\$ 245,375	0.000%
2	1	Ensure the strong basic functions of the school and front office	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 2,890,193	\$ 2,890,193	\$ -	\$ -	\$ -	\$ 2,890,193	0.000%
2	2	Maintain high standards of safety and cleanliness	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 144,773	\$ 144,773	\$ -	\$ -	\$ -	\$ 144,773	0.000%
2	3	Provide a functional and compliant facility for students and staff	All	No	LEA-wide	N/A	All Schools	ongoing	\$ -	\$ 788,275	\$ 788,275	\$ -	\$ -	\$ -	\$ 788,275	0.000%
3	1	Invest in high levels of parent involvement	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 276,386	\$ 276,386	\$ -	\$ -	\$ -	\$ 276,386	0.000%
3	2	Ensure high levels of pupil engagement.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 133,486	\$ 133,486	\$ -	\$ -	\$ -	\$ 133,486	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	All	Yes	LEA-wide	All	All Schools	ongoing	\$ -	\$ 685,215	\$ 685,215	\$ -	\$ -	\$ -	\$ 685,215	0.000%

2023-2024 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
\$ 8,026,775	\$ 2,265,629	28.226%	0.000%	28.226%	\$ 3,131,171	0.000%	39.009%	Total:	\$ 3,131,171
								LEA-wide Total:	\$ 3,131,171
								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 er	Yes	LEA-wide	All	All Schools	\$ 119,171	0.000%
1	2	Invest in additional resources, partnership	Yes	LEA-wide	All	All Schools	\$ 1,916,914	0.000%
1	3	Invest in Special Education support and st	No	LEA-wide		All Schools	\$ -	0.000%
1	4	Use federal funding to supplement our cur	No	LEA-wide		All Schools	\$ -	0.000%
2	1	Ensure the strong basic functions of the sc	No	LEA-wide		All Schools	\$ -	0.000%
2	2	Maintain high standards of safety and clea	No	LEA-wide		All Schools	\$ -	0.000%
2	3	Provide a functional and compliant facility	No	LEA-wide		All Schools	\$ -	0.000%
3	1	Invest in high levels of parent involvement	Yes	LEA-wide	All	All Schools	\$ 276,386	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	LEA-wide	All	All Schools	\$ 133,486	0.000%
3	3	Invest in a positive and nurturing school cl	Yes	LEA-wide	All	All Schools	\$ 685,215	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,018,998.53	\$ 9,154,594.65

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	\$ 119,171	\$ 124,238
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,916,914	\$ 2,128,990
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ 1,819,212	\$ 1,609,612
1	4	Use federal funding to supplement our curriculum	No	\$ 245,375	\$ 249,970
2	1	Ensure the strong basic functions of the school and front office	No	\$ 2,890,193	\$ 2,856,547
2	2	Maintain high standards of safety and cleanliness	No	\$ 144,773	\$ 168,742
2	3	Provide a functional and compliant facility for students and staff	No	\$ 788,275	\$ 850,418
3	1	Invest in high levels of parent involvement	Yes	\$ 276,386	\$ 273,302
3	2	Ensure high levels of pupil engagement.	Yes	\$ 133,486	\$ 133,486
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 685,215	\$ 759,292

2023-2024 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)
\$ 2,213,726	\$ 3,131,171	\$ 3,419,307	\$ (288,136)	0.000%	0.000%	0.000% - 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	\$ 119,171	\$ 124,238	0.000%	0.000%
1	2	Invest in additional resources, partnerships, and training to support high-quality teachers and academic results.	Yes	\$ 1,916,914	\$ 2,128,990	0.000%	0.000%
1	3	Invest in Special Education support and staffing to meet the needs of students with disabilities.	No	\$ -	\$ -	0.000%	0.000%
1	4	Use federal funding to supplement our curriculum	No	\$ -	\$ -	0.000%	0.000%
2	1	Ensure the strong basic functions of the school and front office	No	\$ -	\$ -	0.000%	0.000%
2	2	Maintain high standards of safety and cleanliness	No	\$ -	\$ -	0.000%	0.000%
2	3	Provide a functional and compliant facility for students and staff	No	\$ -	\$ -	0.000%	0.000%
3	1	Invest in high levels of parent involvement	Yes	\$ 276,386	\$ 273,302	0.000%	0.000%
3	2	Ensure high levels of pupil engagement.	Yes	\$ 133,486	\$ 133,486	0.000%	0.000%
3	3	Invest in a positive and nurturing school climate that provides alternatives to suspension/expulsion.	Yes	\$ 685,215	\$ 759,292	0.000%	0.000%

2023-2024 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)
\$ 5,643,301	\$ 2,213,726	0.000%	39.228%	\$ 3,419,307	0.000%	60.591%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Local Control and Accountability Plan Instructions

- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).

Coversheet

Approval of FY24/25 Budget

Section: XII. Financials
Item: A. Approval of FY24/25 Budget
Purpose: Vote
Submitted by:
Related Material: CNCA FY24-25 Budget Presentation.pdf

Camino Nuevo Charter Academy 2024-25 Budget

June 2024

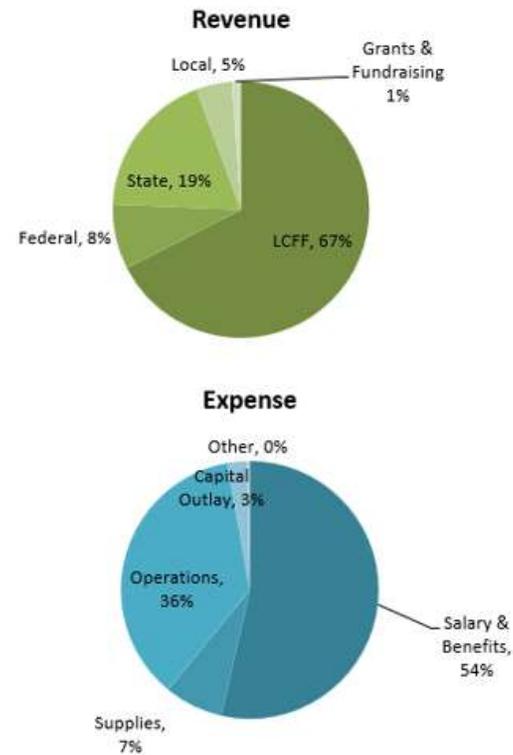
CNCA 2024-25 Budget Assumptions

- Enrollment: 3056
- Attendance Rates:
 - 95% - Burlington
 - 94% - Kayne Siart, Eisner, Dalzell Lance
 - 93% - Cisneros
 - 92% - Castellanos
- COLA: 1.07%
- Total one-time funds budgeted: \$4.1M

CNCA 2024-25 Budget

	2023-24	2024-25 Budget
Total Enrollment	3,011	3,056
ADA	2,761.67	2,864.50
% Unduplicated Low Income, EL, Foster Youth	95.42%	96.48%
INCOME		
8011-8098 · Local Control Funding Formula Sources	41,818,710	44,019,783
8100-8299 · Federal Revenue	7,713,904	5,340,206
8300-8599 · Other State Revenue	12,608,800	12,203,291
8600-8799 · Other Local Revenue	3,902,432	2,941,483
Grants/Fundraising	547,118	731,449
8999 · Other Prior Year Adjustment	165,706	-
TOTAL INCOME	66,756,670	65,236,212
EXPENSE		
1000 · Certificated Salaries	16,216,540	18,159,128
2000 · Classified Salaries	7,352,669	7,646,969
3000 · Employee Benefits	7,667,640	8,805,505
4000 · Supplies	5,806,708	4,774,432
5000 · Operating Services	26,731,881	23,446,425
6000 · Capital Outlay	1,432,757	1,603,161
7000 · Other Outgo	194,796	186,664
TOTAL EXPENSE	65,402,991	64,622,283
NET INCOME	1,353,679	613,929
Ending Cash Balance	21,308,096	18,073,352

2024-25 Revenue and Expense By Category



CNCA One-Time Funds Summary

Funding Source	Deadline	Allocation	21/22 Spent	22/23 Spent	23/24 Spent	Balance	24/25 Budget	Balance
ESSER III - 3213	9/30/2024	\$ 8,464,614.20	\$ 1,698,804.84	\$ 2,518,614.79	\$ 2,827,305.98	\$ 1,419,888.59	\$ 1,193,844.47	\$ 226,044.11
ESSER III, 20% LLM - 3214	9/30/2024	\$ 2,116,153.80	\$ 772,640.75	\$ 524,446.70	\$ 804,033.41	\$ 15,032.94	\$ 15,032.94	\$ -
ELO Grant - 7425	9/30/2024	\$ 2,116,949.69	\$ 1,626,905.99	\$ 213,308.93	\$ 276,734.75	\$ 0	\$ -	\$ 0
ELO Grant, 10% Para Reservation - 7426	9/30/2024	\$ 231,961.00	\$ 194,703.97	\$ 37,257.02	\$ -	\$ 0	\$ -	\$ 0
Educator Effectiveness - 6266	6/30/2026	\$ 660,335.00	\$ 254,670.45	\$ 123,797.85	\$ 82,998.99	\$ 198,867.71	\$ -	\$ 198,867.71
TK Planning Grant - 6053	6/30/2026 & 06/30/2028	\$ 512,246.00	\$ 20,000.00	\$ 68,417.43	\$ 113,882.80	\$ 309,945.77	\$ 283,046.22	\$ 26,899.55
A-G Grants (Access/Success & Learning Loss Mitigation) - 7412/7413	6/30/2026	\$ 393,496.00	\$ -	\$ 18,291.00	\$ 102,139.92	\$ 273,065.08	\$ 216,203.17	\$ 56,861.91
Arts & Music Block Grant - 6762	6/30/2026	\$ 1,696,871.00	\$ -	\$ -	\$ 338,956.86	\$ 1,357,914.14	\$ 896,244.40	\$ 461,669.74
Learning Recovery Block Grant - 7435	6/30/2028	\$ 5,153,921.00	\$ -	\$ 394,215.54	\$ 480,679.34	\$ 4,279,026.12	\$ 1,504,908.00	\$ 2,774,118.12
		\$ 21,346,547.69	\$ 4,567,726.01	\$ 3,898,349.25	\$ 5,026,732.05	\$ 7,853,740.38	\$ 4,109,279.20	\$ 3,744,461.18

Summary By Site

	Allocation	21/22 Spent	22/23 Spent	23/24 Spent	Balance	24/25 Budget	Balance
Burlington	\$ 4,373,166.00	\$ 869,548.16	\$ 4,518.49	\$ 1,272,940.86	\$ 2,226,158.49	\$ 1,283,074.22	\$ 943,084.27
Kayne Siart	\$ 4,392,372.69	\$ 1,041,724.84	\$ 1,546,748.60	\$ 795,551.11	\$ 1,008,348.15	\$ 626,221.22	\$ 382,126.93
Castellanos	\$ 3,027,433.23	\$ 661,540.05	\$ 224,269.01	\$ 876,259.93	\$ 1,265,364.24	\$ 532,504.95	\$ 732,859.30
Eisner	\$ 2,021,436.77	\$ 450,272.03	\$ (0.00)	\$ 625,426.47	\$ 945,738.28	\$ 398,579.57	\$ 547,158.71
Cisneros	\$ 4,024,505.00	\$ 1,068,358.69	\$ 1,295,983.27	\$ 697,839.08	\$ 962,323.95	\$ 495,852.00	\$ 466,471.96
Dalzell Lance	\$ 3,507,634.00	\$ 476,282.24	\$ 826,829.89	\$ 758,714.61	\$ 1,445,807.26	\$ 773,047.25	\$ 672,760.01
	\$ 21,346,547.69	\$ 4,567,726.01	\$ 3,898,349.25	\$ 5,026,732.05	\$ 7,853,740.38	\$ 4,109,279.20	\$ 3,744,461.18

Themes for the May Revision

- At the May Revision, Governor Gavin Newsom must resolve projected budget deficits in 2024-25 and 2025-26, and actual deficits in the current fiscal year
 - Outside education, he proposes significant spending cuts to government operations, reductions to programs, and pauses of new investments
 - Thankfully, K-14 education continues to be shielded from ongoing programmatic reductions
 - This is accomplished by fully depleting the Proposition 98 Rainy Day Fund, increasing the size of the Proposition 98 “funding maneuver,” and adding one-time education cuts
- The Governor does not assume a recession, but includes risks that would affect Proposition 98 should they come to pass



What's Not in the May Revision, But Could Be in the Final Budget

- Despite the deteriorating revenue situation, Governor Newsom does not rely on deferrals to balance the Proposition 98 side of the budget
 - This could change between now and the final 2024-25 Enacted Budget, especially if the Legislature rejects the Proposition 98 funding maneuver or any significant one-time cuts and needs other Proposition 98 solutions as a result

It is full steam ahead with Universal Transitional Kindergarten implementation, with no student-teacher ratio relief proposed for 2025-26 when ratios drop from 12:1 to 10:1



Although several pots of one-time funds are being pulled back, including funding to increase access to inclusive early learning and care programs for children with disabilities, there are no ongoing programmatic reductions within core K-12 programs



Camino Nuevo Charter Academy
 2024-25 Budget by Site
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	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Castellanos		Camino Nuevo Charter Academy #3 - Eisner		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy	
	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast
Enrollment	602	603	690	709	450	451	272	273	506	515	491	505	-	-	3,011	3,056
ADA	569.63	572.85	630.06	666.46	398.98	414.92	252.72	256.62	452.48	478.95	457.80	474.70	-	-	2,761.67	2,864.50
ADA %	-	95.00%	-	94.00%	-	92.00%	-	94.00%	-	93.00%	-	94.00%	-	-	-	93.73%
UPP	0.00%	99.61%	0.00%	93.80%	0.00%	98.81%	0.00%	96.33%	0.00%	92.87%	0.00%	98.16%	0.00%	0.00%	95.42%	96.48%
Income																
8011-8098 · Local Control Funding Formula Sources																
8011 Local Control Funding Formula	4,450,809	4,556,670	4,715,677	5,146,602	3,141,496	3,388,252	1,798,880	1,866,775	3,378,704	3,637,299	6,039,808	6,370,783	-	-	23,525,374	24,966,380
8012 Education Protection Account	1,924,845	1,956,420	2,135,591	2,283,119	1,342,342	1,410,895	850,260	872,611	1,530,918	1,637,800	91,560	94,940	-	-	7,875,516	8,255,785
8019 Local Control Funding Formula - Prior Year	(65,631)	-	(68,477)	-	(48,065)	-	(27,952)	-	(49,266)	-	(50,260)	-	-	-	(309,651)	-
8096 In Lieu of Property Taxes	2,147,197	2,159,335	2,374,986	2,512,194	1,503,939	1,564,024	952,618	967,319	1,705,605	1,805,383	1,725,659	1,789,363	-	-	10,410,005	10,797,618
8098 In Lieu of Property Taxes, Prior Year	65,628	-	68,735	-	48,166	-	27,854	-	56,824	-	50,259	-	-	-	317,466	-
Total 8011-8098 · Local Control Funding Formula Sources	8,522,849	8,672,425	9,226,512	9,941,915	5,987,878	6,363,171	3,601,660	3,706,705	6,622,786	7,080,482	7,857,025	8,255,085	-	-	41,818,710	44,019,783
8100-8299 · Federal Revenue																
8181 Special Education - Federal (IDEA)	138,585	139,369	153,290	162,143	97,068	100,946	61,484	62,433	110,084	116,524	111,395	115,490	-	-	671,906	696,904
8221 Child Nutrition - Federal	548,187	545,343	371,734	377,319	359,837	355,129	68,262	69,319	218,579	229,983	218,946	225,121	-	-	1,785,545	1,802,214
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	256,763	256,763	250,464	250,464	189,132	189,132	106,387	106,387	233,289	233,289	190,692	190,692	-	-	1,226,727	1,226,727
8292 Title II	27,459	27,459	28,918	28,918	20,766	20,766	11,681	11,681	23,489	23,489	21,137	21,137	-	-	133,450	133,450
8294 Title III	51,769	49,104	40,127	42,071	36,288	36,470	11,023	11,462	23,779	23,445	9,536	11,723	-	-	172,523	174,275
8295 Title IV, SSAE	21,570	21,570	21,309	21,309	13,509	13,509	8,020	8,020	18,115	18,115	15,236	15,236	-	-	97,759	97,759
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	1,211,836	640,000	320,820	52,203	739,193	107,577	612,676	214,291	171,344	76,562	570,123	118,245	-	-	3,625,993	1,208,877
Total 8100-8299 · Other Federal Income	2,256,170	1,679,608	1,186,663	934,426	1,455,794	823,530	879,533	483,592	798,679	721,407	1,137,066	697,644	-	-	7,713,904	5,340,206
8300-8599 · Other State Revenue																
8520 Child Nutrition - State	128,441	127,905	97,531	103,597	78,648	77,746	16,926	16,171	58,128	56,981	60,663	59,272	-	-	440,337	441,673
8550 Mandate Block Grant	11,020	11,428	11,530	12,641	8,088	8,004	4,677	5,070	9,195	9,078	23,457	25,527	-	-	67,967	71,748
8561 State Lottery - Non Prop 20	105,228	105,902	116,645	123,208	74,364	76,706	46,698	47,441	84,371	88,543	84,472	87,758	-	-	511,778	529,558
8562 State Lottery - Prop 20	42,804	43,079	47,449	50,119	30,250	31,202	18,996	19,298	34,320	36,018	34,362	35,698	-	-	208,181	215,414
8560 Lottery Revenue	148,032	148,981	164,094	173,327	104,613	107,908	65,694	66,739	118,691	124,561	118,834	123,455	-	-	719,958	744,972
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	407,767	358,049	-	-	-	-	191,531	169,448	-	-	353,717	312,244	-	-	953,016	839,742
8592 State Mental Health	45,405	46,355	50,223	53,930	31,803	33,575	20,144	20,766	36,067	38,757	36,497	38,413	-	-	220,139	231,795
8593 After School Education & Safety	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	2,080,477	1,612,387	2,019,046	1,249,875	1,681,448	1,219,820	427,005	473,343	1,446,222	1,009,923	-	-	-	-	7,654,198	5,565,348
8596 Prop 28 Arts & Music	-	-	-	-	-	22,044	-	-	-	-	-	-	-	-	-	22,044
8599 State Revenue - Other	253,841	835,481	542,720	737,478	223,166	594,528	12,750	196,187	526,495	419,290	180,280	689,073	-	-	1,739,253	3,472,037
Total 8300-8599 · Other State Income	3,278,467	3,344,069	3,088,626	2,534,330	2,331,249	2,267,110	738,729	947,725	2,398,280	1,862,073	773,449	1,247,985	-	-	12,608,800	12,203,291
8600-8799 · Other Local Revenue																
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	213,093	25,000	173,800	25,000	133,047	15,000	75,051	10,000	162,500	15,000	135,000	25,000	-	-	892,491	115,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	116,638	143,678	104,870	119,161	65,347	99,524	52,085	109,871	94,720	78,921	89,098	165,294	-	-	522,757	716,449
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	29	-	8,034	-	5,161	-	1,230	-	2,094	-	7,784	15,000	-	-	24,333	15,000

Camino Nuevo Charter Academy
 2024-25 Budget by Site
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	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Castellanos		Camino Nuevo Charter Academy #3 - Eisner		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy	
	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast
8696 Other Fundraising	6	-	7	-	4	-	3	-	5	-	5	-	-	-	29	-
8697 E-Rate	26,256	12,480	97,855	10,042	20,393	10,033	16,547	10,033	22,754	10,080	22,963	12,150	-	-	206,767	64,818
8698 SELPA Grants	26,210	-	37,217	-	11,745	-	6,724	-	14,609	-	15,571	-	-	-	112,077	-
8699 All Other Local Revenue	5,511	-	6,375	-	4,228	-	2,444	-	5,035	-	4,901	-	-	-	28,494	-
8792 Transfers of Apportionments - Special Education	549,180	552,285	607,450	642,534	384,657	400,024	243,647	247,407	436,236	461,756	441,432	457,658	-	-	2,662,603	2,761,664
Total 8600-8799 - Other Income-Local	936,923	733,443	1,035,609	796,737	624,582	524,581	397,731	377,312	737,952	565,757	716,754	675,102	-	-	4,449,550	3,672,932
Prior Year Adjustments																
8999 Other Prior Year Adjustment	36,987	-	35,844	-	24,486	-	14,077	-	29,855	-	24,457	-	-	-	165,706	-
Total Prior Year Adjustments	36,987	-	35,844	-	24,486	-	14,077	-	29,855	-	24,457	-	-	-	165,706	-
TOTAL INCOME	15,031,396	14,429,545	14,573,254	14,207,408	10,423,988	9,978,392	5,631,730	5,515,334	10,587,551	10,229,718	10,508,751	10,875,816	-	-	66,756,670	65,236,212
Expense																
1000 - Certificated Salaries																
1110 Teachers' Salaries	2,008,599	2,313,382	2,452,935	2,761,740	1,476,106	1,641,045	878,377	952,521	1,770,222	1,846,050	2,021,712	2,159,284	-	-	10,607,953	11,674,022
1120 Teachers' Hourly	-	-	-	-	66,048	60,800	27,338	55,480	2,240	-	-	-	-	-	95,626	116,280
1170 Teachers' Salaries - Substitute	216,849	119,384	103,757	113,090	39,324	55,040	27,968	35,260	80,705	116,477	67,482	61,160	-	-	536,085	500,411
1175 Teachers' Salaries - Stipend/Extra Duty	181,087	159,350	168,892	120,980	124,908	142,500	41,704	55,587	135,967	162,200	169,234	148,800	-	-	821,792	789,417
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	33,065	81,690	38,332	95,620	25,479	59,541	14,730	36,530	27,830	68,746	27,720	68,129	-	-	167,156	410,256
1299 Certificated Pupil Support - Other	169,265	219,531	123,111	154,137	81,707	95,980	47,249	58,886	94,288	110,817	88,923	109,824	-	-	604,544	749,175
1300 Certificated Supervisors' & Administrators' Salaries	574,151	705,994	681,338	726,725	574,041	686,327	351,109	362,819	456,796	557,167	745,948	880,535	-	-	3,383,384	3,919,566
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	3,183,016	3,599,330	3,568,366	3,972,292	2,387,613	2,741,233	1,388,475	1,557,083	2,568,049	2,861,457	3,121,020	3,427,732	-	-	16,216,540	18,159,128
2000 - Classified Salaries																
2111 Instructional Aide & Other Salaries	689,392	722,180	618,344	595,439	460,840	406,377	110,687	139,600	402,121	398,358	305,667	408,965	-	-	2,587,051	2,670,918
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	25,760	-	-	-	25,760
2131 Classified Teacher Salaries	329,224	243,512	93,929	126,106	133,450	114,077	54,163	57,435	47,764	47,364	1,447	-	-	659,976	588,494	
2200 Classified Support Salaries	212,764	227,709	128,558	162,902	113,759	123,805	82,685	90,176	108,992	130,678	88,347	120,452	-	-	735,105	855,721
2300 Classified Supervisors' & Administrators' Salaries	-	13,916	85,598	103,167	37,564	58,830	18,114	38,186	-	11,711	72,319	71,636	-	-	213,596	297,446
2400 Classified Office Staff Salaries	268,738	327,365	242,285	231,777	199,440	223,784	207,119	202,212	236,273	253,227	267,978	280,255	-	-	1,421,833	1,518,619
2900 Other Classified Salaries	327,684	330,878	350,168	347,993	278,961	282,618	152,602	152,012	345,625	334,640	280,069	241,870	-	-	1,735,109	1,690,011
Total 2000 - Classified Salaries	1,827,801	1,865,559	1,518,881	1,567,383	1,224,015	1,209,492	625,370	679,620	1,140,775	1,175,977	1,015,827	1,148,937	-	-	7,352,669	7,646,969
3000 - Employee Benefits																
3111 STRS - State Teachers Retirement System	589,390	687,472	682,426	758,708	452,463	523,576	279,594	297,403	490,835	546,538	602,500	654,697	-	-	3,097,208	3,468,393
3212 PERS - Public Employee Retirement System	494,249	504,634	373,784	423,977	313,758	327,168	148,532	183,837	298,326	318,102	262,924	310,788	-	-	1,891,574	2,068,505
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	116,287	115,665	90,724	97,178	75,005	74,989	34,701	42,136	69,657	72,911	65,095	71,234	-	-	451,468	474,112
3331 MED - Medicare	71,839	79,241	72,131	80,325	51,505	57,286	29,205	32,432	52,958	58,543	60,028	66,362	-	-	337,666	374,188
3401 H&W - Health & Welfare	316,194	419,673	348,843	448,615	261,943	360,456	110,186	148,551	284,877	328,011	315,384	372,756	-	-	1,637,426	2,078,062
3501 SUI - State Unemployment Insurance	2,475	2,732	2,485	2,770	1,774	1,975	1,007	1,118	1,825	2,019	2,078	2,288	-	-	11,643	12,903
3601 Workers' Compensation Insurance	59,305	67,267	59,047	66,870	48,102	54,723	24,639	28,460	50,251	56,892	47,914	55,129	-	-	289,259	329,340
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	(6,341)	-	(4,257)	-	(1,719)	-	(2,856)	-	(8,922)	-	(24,509)	-	-	-	(48,605)	-
Total 3000 - Employee Benefits	1,643,397	1,876,684	1,625,183	1,878,443	1,202,831	1,400,172	625,007	733,938	1,239,807	1,383,015	1,331,415	1,533,253	-	-	7,667,640	8,805,505
4000 - Supplies																
4111 Core Curricula Materials	120,812	113,257	120,797	113,500	161,898	32,500	43,647	35,359	121,354	117,409	36,223	35,000	-	-	604,731	447,026
4211 Books & Other Reference Materials	84,872	3,000	62,000	5,000	43,906	3,700	3,000	3,000	43,340	3,000	15,000	15,000	-	-	252,118	32,700
4311 Student Materials	74,980	60,453	57,436	55,369	63,365	42,742	34,748	28,771	60,494	36,018	79,477	68,143	-	-	370,499	291,495
4351 Office Supplies	12,000	12,000	21,578	21,600	23,063	21,000	4,020	4,020	15,600	15,600	16,400	18,000	-	-	92,661	92,220
4371 Custodial Supplies	52,215	54,000	39,628	40,800	27,200	24,000	24,000	24,000	33,600	33,600	43,400	45,600	-	-	220,043	222,000

Camino Nuevo Charter Academy
 2024-25 Budget by Site
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	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Castellanos		Camino Nuevo Charter Academy #3 - Eisner		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy	
	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast
4391 Food (Non Nutrition Program)	107,700	36,200	115,400	20,900	116,350	17,355	30,950	25,325	67,000	11,695	46,830	17,935	-	-	484,230	129,410
4392 Uniforms	30,000	5,000	17,500	2,600	19,251	9,251	24,800	6,825	10,247	2,000	13,600	7,500	-	-	115,399	33,176
4393 PE & Sports Equipment	7,500	7,500	20,270	-	1,500	1,500	6,273	2,000	14,068	3,000	7,500	2,500	-	-	57,111	16,500
4395 Before & After School Program Supplies	202,000	298,125	109,366	119,225	170,000	134,717	34,500	50,500	87,500	88,225	10,000	10,000	-	-	613,366	700,792
4399 All Other Supplies	24,638	10,459	24,703	17,127	27,277	19,400	13,015	10,029	27,873	15,045	27,129	33,979	-	-	144,636	106,039
4411 Non Capitalized Equipment	303,090	80,000	122,160	121,617	112,901	57,900	78,663	33,100	130,581	71,250	136,738	77,800	-	-	884,132	441,667
4711 Nutrition Program Food & Supplies	583,659	743,243	421,938	458,355	370,786	432,034	97,286	88,512	264,840	275,618	229,274	263,643	-	-	1,967,782	2,261,406
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	1,603,467	1,423,237	1,132,774	976,093	1,137,497	796,101	394,902	311,442	876,497	672,460	661,570	595,100	-	-	5,806,708	4,774,432
5000 - Operating Services																
5211 Travel & Conferences	84,926	14,350	31,763	10,955	28,772	20,977	13,354	3,255	15,070	16,482	30,002	30,535	-	-	203,886	96,554
5311 Dues & Memberships	39,398	37,292	41,810	30,994	10,074	7,978	9,603	9,007	18,879	17,768	35,089	35,521	-	-	154,852	138,560
5451 General Insurance	-	-	-	-	-	-	49,250	57,914	-	-	1,908	1,908	-	-	51,158	59,822
5511 Utilities	219,600	226,188	152,578	157,155	150,400	154,912	76,341	78,631	176,764	183,725	197,323	203,243	-	-	973,005	1,003,853
5521 Security Services	129,832	131,918	590	590	500	500	500	500	657	657	87,103	89,657	-	-	219,182	223,822
5531 Housekeeping Services	145,682	133,936	180,986	161,219	161,996	156,392	11,000	12,368	222,495	244,415	118,629	120,897	-	-	840,788	829,227
5599 Other Facility Operations & Utilities	70,514	66,027	69,625	67,263	164,697	143,888	62,536	31,452	105,503	108,668	70,373	68,707	-	-	543,247	486,004
5611 School Rent - Private Facility	530,444	530,444	-	-	-	-	251,035	251,035	-	-	476,081	486,158	-	-	1,257,559	1,267,637
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	102,000	58,000	68,555	15,615	7,973	8,924	12,820	12,820	3,064	-	45,002	53,457	-	-	239,413	148,816
5621 Equipment Lease	53,227	53,227	32,610	24,849	40,247	40,247	20,137	20,137	28,425	28,425	55,918	50,708	-	-	230,565	217,594
5631 Vendor Repairs	218,645	225,380	136,516	158,000	151,800	94,760	86,800	79,080	201,470	214,650	146,750	139,050	-	-	941,981	910,920
5812 Field Trips & Pupil Transportation	349,435	303,500	320,400	158,050	339,690	128,290	103,300	101,300	227,814	182,000	118,100	126,338	-	-	1,458,739	999,478
5821 Legal	3,000	-	78,371	-	57	-	33	-	19,000	-	62	-	-	-	100,523	-
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	5,269	7,904	7,500	7,904	7,904	7,904	15,204	15,300	8,000	4,000	3,500	7,904	-	-	47,377	50,916
5841 Contracted Substitute Teachers	196,567	12,600	235,455	9,570	156,626	2,320	60,074	9,280	141,546	8,120	212,237	12,240	-	-	1,002,506	54,130
5842 Special Education Services	423,101	422,320	1,048,396	938,760	462,085	365,276	222,468	172,120	571,685	508,100	558,047	520,515	-	-	3,285,782	2,927,091
5843 Non Public School	-	-	37,227	98,000	115,512	235,512	-	-	166,847	174,600	-	-	-	-	319,586	508,113
5844 After School Services	203,483	203,483	203,483	203,483	203,483	203,483	-	-	203,483	203,483	-	-	-	-	813,932	813,931
5849 Other Student Instructional Services	940,073	756,706	793,861	727,389	656,738	576,870	359,185	275,949	739,515	436,320	182,317	207,131	-	-	3,671,689	2,980,365
5852 PD Consultants & Tuition	192,766	102,947	160,158	54,419	122,654	42,140	53,320	62,640	118,991	45,620	44,833	40,960	-	-	692,723	348,726
5854 Nursing & Medical (Non-IEP)	4,100	4,100	7,600	7,600	5,783	5,783	4,027	4,027	4,600	4,600	2,000	2,000	-	-	28,110	28,110
5859 All Other Consultants & Services	244,193	201,799	252,060	199,959	258,373	160,310	108,629	82,331	288,664	154,147	176,143	121,974	-	-	1,328,060	920,520
5861 Non Instructional Software	142,670	142,549	146,001	123,133	110,094	90,245	62,775	55,936	120,163	110,443	115,691	91,494	-	-	697,394	613,801
5865 Fundraising Cost	3,088	-	10,508	-	2	-	1	-	3,053	-	2	-	-	-	16,653	-
5871 District Oversight Fees	85,229	86,724	92,263	99,419	59,878	63,632	36,018	37,067	66,152	70,805	78,570	82,551	-	-	418,109	440,198
5872 Special Education Fees (SELPA)	137,553	138,331	152,148	160,935	96,345	100,194	61,026	61,968	109,264	115,656	110,566	114,630	-	-	666,902	691,714
5881 Intra-Agency Fees	1,310,631	1,322,538	1,328,805	1,422,181	890,244	937,070	521,958	532,701	960,220	1,020,410	1,121,661	1,168,268	-	-	6,133,520	6,403,168
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	91	-	10	-	209	-	-	-	15	-	6,063	-	-	-	6,387	-
5899 All Other Expenses	26,110	16,985	19,788	15,156	11,880	11,630	9,325	9,325	21,483	17,783	18,908	16,908	-	-	107,494	87,787
5911 Office Phone	18,197	18,197	14,940	14,940	12,336	12,336	15,528	15,528	12,660	12,660	15,790	15,790	-	-	89,451	89,451
5913 Mobile Phone	858	858	1,080	-	2,484	2,484	900	900	1,500	1,500	516	516	-	-	7,338	6,258
5921 Internet	15,600	15,600	12,552	12,552	12,542	12,542	12,542	12,542	12,600	12,600	15,188	15,188	-	-	81,023	81,023
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	800	1,250	1,250	4,924	4,924	1,400	1,400	2,000	2,000	5,000	5,000	-	-	15,374	15,374
5999 Other Communications	17,471	720	20,204	756	12,774	504	7,752	293	14,783	637	14,587	551	-	-	87,571	3,461
Total 5000 - Operating Services	5,914,554	5,235,424	5,659,091	4,882,096	4,259,075	3,592,027	2,248,838	2,006,804	4,586,364	3,900,272	4,063,958	3,829,801	-	-	26,731,881	23,446,425
6000 - Capital Outlay																
6901 Depreciation Expense	192,071	285,972	695,449	703,408	136,901	140,437	66,258	106,788	142,547	142,200	199,531	224,357	-	-	1,432,757	1,603,161

Camino Nuevo Charter Academy
 2024-25 Budget by Site
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	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Castellanos		Camino Nuevo Charter Academy #3 - Eisner		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy	
	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast	2023-24	2024-25 Forecast
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	192,071	285,972	695,449	703,408	136,901	140,437	66,258	106,788	142,547	142,200	199,531	224,357	-	-	1,432,757	1,603,161
7000 - Other Outgo																
7438 Interest Expense	-	-	194,796	186,664	-	-	-	-	-	-	-	-	-	-	194,796	186,664
Total 7000 - Other Outgo	-	-	194,796	186,664	-	-	-	-	-	-	-	-	-	-	194,796	186,664
TOTAL EXPENSE	14,364,307	14,286,206	14,394,541	14,166,378	10,347,932	9,879,462	5,348,851	5,395,675	10,554,039	10,135,381	10,393,321	10,759,180	-	-	65,402,991	64,622,283
NET INCOME	667,089	143,338	178,713	41,030	76,056	98,930	282,879	119,658	33,512	94,337	115,429	116,636	-	-	1,353,679	613,929
Beginning Cash Balance	8,087,846	5,283,621	3,937,085	3,286,426	5,247,664	3,515,468	3,570,099	2,790,348	3,925,151	3,157,464	3,861,142	3,109,426	408,733	165,344	29,037,720	21,308,096
Cash Flow from Operating Activities																
Net Income	667,089	143,338	178,713	41,030	76,056	98,930	282,879	119,658	33,512	94,337	115,429	116,636	-	-	1,353,679	613,929
Change in Accounts Receivable																
Prior Year Accounts Receivable	1,093,573	2,557,058	1,519,332	1,655,476	588,406	1,630,530	319,379	1,262,012	1,232,185	1,007,561	876,545	1,562,906	-	-	5,629,420	9,675,543
Current Year Accounts Receivable	(2,557,058)	(1,823,567)	(1,655,476)	(1,712,875)	(1,630,530)	(1,162,795)	(1,262,012)	(642,775)	(1,007,561)	(1,197,487)	(1,562,906)	(1,152,773)	-	-	(9,675,543)	(7,692,272)
Change in Due from	1,264	-	(2,076)	-	80	-	-	-	(99)	-	834	-	147,388	-	147,391	-
Change in Accounts Payable	(18,623)	(17,691)	(11,202)	(27,731)	146,059	(39,360)	(6,524)	(6,198)	(19,000)	(18,050)	(11,831)	(11,240)	7,795	(979)	86,674	(121,249)
Change in Due to	453,948	(15,233)	105,067	(294,778)	591,709	(719,968)	(133,977)	(5,944)	(179,856)	(20,216)	(348,982)	(128,871)	(363,283)	-	124,627	(1,185,010)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(30,201)	-	(41,051)	-	(33,840)	-	(9,998)	-	(71,624)	-	(39,455)	-	(17,151)	-	(243,319)	-
Change in Prepaid Expenditures	(12,586)	(36,260)	(12,366)	(38,311)	(16,273)	(47,411)	(4,864)	(43,459)	(4,070)	(22,050)	(1,248)	(27,518)	(18,138)	(44,803)	(69,547)	(259,812)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(1,851,420)	(974,412)	(771,068)	(651,790)	(1,554,332)	4,686	111,117	(238,787)	(877,603)	(497,369)	9,401	(689,073)	-	-	(4,933,904)	(3,046,744)
Change in Other Long Term Assets	143,596	-	9,286	-	15,261	-	66,649	-	9,541	-	122,120	-	-	-	366,453	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	192,071	285,972	695,449	703,408	136,901	140,437	66,258	106,788	142,547	142,200	199,531	224,357	-	-	1,432,757	1,603,161
Cash Flow from Investing Activities																
Capital Expenditures	(885,879)	(1,268,060)	(260,670)	(100,000)	(51,693)	(310,000)	(208,658)	(307,500)	(25,660)	(60,000)	(111,154)	(364,000)	-	-	(1,543,714)	(2,409,560)
Cash Flow from Financing Activities																
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(404,597)	(412,730)	-	-	-	-	-	-	-	-	-	-	(404,597)	(412,730)
Ending Cash Balance	5,283,621	4,134,767	3,286,426	2,448,125	3,515,468	3,110,517	2,790,348	3,034,142	3,157,464	2,586,389	3,109,426	2,639,849	165,344	119,562	21,308,096	18,073,352

CAMINO NUEVO CHARTER ACADEMY
 2024-25 Cash Flow Forecast
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	Actuals as of 1/31/2024												FORECAST	
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
# of School Days in Month	0	17	20	18	16	11	16	20	15	20	22	10		185
Enrollment														3,056
Unduplicated Pupil Percentage														96.70%
ADA														2,864.50
ADA Rate														93.73%
Income														
8011-8098 - Local Control Funding Formula Sources														
8011 Local Control Funding Formula	1,184,912	1,184,912	2,132,842	2,132,842	2,132,842	2,132,842	2,132,842	2,472,906	2,472,906	2,472,906	2,472,906	-	2,040,723	24,966,380
8012 Education Protection Account	-	-	-	1,989,683	-	-	1,989,683	-	-	1,888,336	-	-	2,388,083	8,255,785
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	624,600	1,249,201	832,800	832,800	832,800	832,800	832,800	1,586,605	793,303	793,303	793,303	793,303	-	10,797,618
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	1,809,513	2,434,113	2,965,643	4,955,325	2,965,643	2,965,643	4,955,325	4,059,511	3,266,208	5,154,544	3,266,208	793,303	4,428,806	44,019,783
8100-8299 - Federal Revenue														
8181 Special Education - Federal (IDEA)	40,313	80,626	53,751	53,751	53,751	53,751	53,751	102,403	51,202	51,202	51,202	51,202	-	696,904
8221 Child Nutrition - Federal	-	-	-	-	165,609	194,834	175,351	155,867	107,159	155,867	194,834	146,125	506,568	1,802,214
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	-	-	-	-	-	-	306,682	-	-	306,682	-	-	613,364	1,226,727
8292 Title II	-	-	-	-	-	-	33,363	-	-	33,363	-	-	66,725	133,450
8294 Title III	-	-	-	-	-	-	43,569	-	-	43,569	-	-	87,137	174,275
8295 Title IV, SSAE	-	-	-	-	-	-	24,440	-	-	24,440	-	-	48,880	97,759
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	76,562	-	-	-	-	-	-	-	-	906,658	-	-	225,657	1,208,877
Total 8100-8299 - Other Federal Income	116,875	80,626	53,751	53,751	219,360	248,585	637,154	258,270	158,360	1,521,780	246,036	197,327	1,548,331	5,340,206
8300-8599 - Other State Revenue														
8520 Child Nutrition - State	-	-	-	-	40,586	47,748	42,974	38,199	26,262	38,199	47,748	35,811	124,146	441,673
8550 Mandate Block Grant	-	-	-	-	-	71,748	-	-	-	-	-	-	-	71,748
8561 State Lottery - Non Prop 20	-	-	-	-	-	-	132,390	-	-	132,390	-	-	264,779	529,558
8562 State Lottery - Prop 20	-	-	-	-	-	-	-	-	-	-	-	-	215,414	215,414
8560 Lottery Revenue	-	-	-	-	-	-	132,390	-	-	132,390	-	-	480,193	744,972
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-	-	-	-	-	-	419,871	-	-	209,936	-	-	209,936	839,742
8592 State Mental Health	11,590	11,590	20,862	20,862	20,862	20,862	20,862	20,862	20,862	20,862	20,862	-	20,862	231,795
8593 After School Education & Safety	-	-	-	-	529,055	-	-	-	-	203,483	-	-	81,393	813,931
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	786,055	278,267	500,881	500,881	500,881	500,881	500,881	500,881	500,881	500,881	500,881	-	(6,906)	5,565,348
8596 Prop 28 Arts & Music	98,868	1,102	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	1,984	-	(95,782)	22,044
8599 State Revenue - Other	8,157,148	-	-	-	-	-	-	-	-	-	-	-	(4,685,111)	3,472,037
Total 8300-8599 - Other State Income	9,053,660	290,959	523,727	523,727	1,093,368	643,223	1,118,961	561,926	549,988	1,107,734	571,475	35,811	(3,871,270)	12,203,291
8600-8799 - Other Local Revenue														
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	-	115,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CAMINO NUEVO CHARTER ACADEMY

2024-25 Cash Flow Forecast

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	Actuals as of 1/31/2024												FORECAST	
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
8692 Grants	-	46,587	-	-	3,859	28,405	5,788	30,460	12,986	9,374	-	298,068	280,920	716,449
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	171	-	-	13	3	10	14,804	-	-	-	15,000
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	-	64,818
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	159,752	319,503	213,002	213,002	213,002	213,002	213,002	405,800	202,900	202,900	202,900	202,900	-	2,761,664
Total 8600-8799 - Other Income-Local	174,736	381,075	227,987	228,157	231,846	256,392	233,788	451,248	230,881	242,063	217,885	515,953	280,920	3,672,932
Prior Year Adjustments														
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	11,154,785	3,186,774	3,771,107	5,760,960	4,510,216	4,113,843	6,945,228	5,330,955	4,205,438	8,026,120	4,301,604	1,542,394	2,386,788	65,236,212
Expense														
1000 - Certificated Salaries														
1110 Teachers' Salaries	-	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	1,061,275	-	11,674,022
1120 Teachers' Hourly	-	7,542	12,571	11,314	10,057	6,914	10,057	12,571	9,428	12,571	13,828	9,428	-	116,280
1170 Teachers' Salaries - Substitute	-	32,459	54,098	48,689	43,279	29,754	43,279	54,098	40,574	54,098	59,508	40,574	-	500,411
1175 Teachers' Salaries - Stipend/Extra Duty	116,594	69,864	16,839	15,411	13,983	208,188	13,983	16,839	13,269	16,839	18,267	269,341	-	789,417
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	34,188	34,188	34,188	34,188	34,188	34,188	34,188	34,188	34,188	34,188	34,188	34,188	-	410,256
1299 Certificated Pupil Support - Other	52,037	63,327	62,784	63,870	62,784	63,327	63,870	62,240	62,784	63,327	63,327	62,784	2,716	749,175
1300 Certificated Supervisors' & Administrators' Salaries	326,631	326,631	326,631	326,631	326,631	326,631	326,631	326,631	326,631	326,631	326,631	326,631	-	3,919,566
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	529,449	1,595,286	1,568,385	1,561,377	1,552,195	1,730,277	1,553,282	1,567,842	1,548,148	1,568,928	1,577,023	1,804,220	2,716	18,159,128
2000 - Classified Salaries														
2111 Instructional Aide & Other Salaries	3,250	173,865	282,659	255,055	227,450	177,562	227,450	282,659	213,647	282,659	310,264	234,397	-	2,670,918
2121 After School Staff Salaries	-	1,671	2,785	2,506	2,228	1,532	2,228	2,785	2,089	2,785	3,063	2,089	-	25,760
2131 Classified Teacher Salaries	21,413	46,101	58,991	53,092	47,193	32,445	47,193	58,991	44,243	58,991	64,890	54,950	-	588,494
2200 Classified Support Salaries	55,208	71,696	70,819	75,555	69,073	69,694	74,681	68,015	68,636	73,624	74,497	70,202	14,022	855,721
2300 Classified Supervisors' & Administrators' Salaries	23,925	24,845	24,615	25,075	24,615	24,845	25,075	24,385	24,615	24,845	24,845	24,615	1,150	297,446
2400 Classified Office Staff Salaries	103,507	125,610	126,968	132,230	124,688	125,040	131,090	123,767	124,118	130,169	131,309	124,118	16,004	1,518,619
2900 Other Classified Salaries	55,344	130,744	159,485	155,081	141,634	121,581	146,155	157,224	137,171	161,746	170,671	141,872	11,304	1,690,011
Total 2000 - Classified Salaries	262,646	574,532	726,322	698,593	636,880	552,698	653,872	717,827	614,519	734,818	779,539	652,243	42,480	7,646,969
Total 1000-2000 - Salaries	259,396	400,667	443,663	443,539	409,430	375,136	426,422	435,167	400,872	452,159	469,275	417,846	42,480	4,976,051
3000 - Employee Benefits														
3111 STRS - State Teachers Retirement System	101,125	304,700	299,562	298,223	296,469	330,483	296,677	299,458	295,696	299,665	301,211	344,606	519	3,468,393
3212 PERS - Public Employee Retirement System	71,046	155,411	196,470	188,969	172,276	149,505	176,872	194,172	166,228	198,768	210,865	176,432	11,491	2,068,505
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	16,284	35,621	45,032	43,313	39,487	34,267	40,540	44,505	38,100	45,559	48,331	40,439	2,634	474,112
3331 MED - Medicare	11,485	31,462	33,273	32,770	31,742	33,103	32,004	33,142	31,359	33,404	34,170	35,619	655	374,188
3401 H&W - Health & Welfare	173,172	173,172	173,172	173,172	173,172	173,172	173,172	173,172	173,172	173,172	173,172	173,172	-	2,078,062
3501 SUI - State Unemployment Insurance	396	1,085	1,147	1,130	1,095	1,141	1,104	1,143	1,081	1,152	1,178	1,228	23	12,903
3601 Workers' Compensation Insurance	82,335	27,445	27,445	27,445	27,445	27,445	27,445	27,445	27,445	27,445	-	-	-	329,340
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 - Employee Benefits	455,843	728,896	776,101	765,022	741,685	749,116	747,813	773,037	733,081	779,165	768,929	771,495	15,321	8,805,505
Total 1000-3000 - Salaries & Benefits	354,718	424,196	476,540	466,799	445,216	418,634	451,137	473,579	437,385	479,500	467,717	426,890	14,802	5,337,111

CAMINO NUEVO CHARTER ACADEMY

2024-25 Cash Flow Forecast

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	Actuals as of 1/31/2024												FORECAST	
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
4000 · Supplies														
4111 Core Curricula Materials	149,009	149,009	149,009	-	-	-	-	-	-	-	-	-	-	447,026
4211 Books & Other Reference Materials	10,900	10,900	10,900	-	-	-	-	-	-	-	-	-	-	32,700
4311 Student Materials	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	24,291	291,495
4351 Office Supplies	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	92,220
4371 Custodial Supplies	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	222,000
4391 Food (Non Nutrition Program)	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	10,784	129,410
4392 Uniforms	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	2,765	33,176
4393 PE & Sports Equipment	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	16,500
4395 Before & After School Program Supplies	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	58,399	700,792
4399 All Other Supplies	35,346	35,346	35,346	-	-	-	-	-	-	-	-	-	-	106,039
4390 Other Supplies	108,670	108,670	108,670	73,323	73,323	73,323	73,323	73,323	73,323	73,323	73,323	73,323	73,323	985,918
4411 Non Capitalized Equipment	147,222	147,222	147,222	-	-	-	-	-	-	-	-	-	-	441,667
4711 Nutrition Program Food & Supplies	-	-	207,805	244,476	220,029	195,581	134,462	195,581	244,476	183,357	244,476	268,924	122,238	2,261,406
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	466,277	466,277	674,082	368,276	343,828	319,381	258,262	319,381	368,276	307,157	368,276	392,724	122,238	4,774,432
5000 · Operating Services														
5211 Travel & Conferences	8,046	8,046	8,046	8,046	8,046	8,046	8,046	8,046	8,046	8,046	8,046	8,046	-	96,554
5311 Dues & Memberships	11,547	11,547	11,547	11,547	11,547	11,547	11,547	11,547	11,547	11,547	11,547	11,547	-	138,560
5451 General Insurance	14,955	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	0	0	-	59,822
5511 Utilities	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	77,219	1,003,853
5521 Security Services	18,652	18,652	18,652	18,652	18,652	18,652	18,652	18,652	18,652	18,652	18,652	18,652	-	223,822
5531 Housekeeping Services	69,102	69,102	69,102	69,102	69,102	69,102	69,102	69,102	69,102	69,102	69,102	69,102	-	829,227
5599 Other Facility Operations & Utilities	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	40,500	486,004
5611 School Rent - Private Facility	211,273	105,636	105,636	105,636	105,636	105,636	105,636	105,636	105,636	105,636	105,636	-	-	1,267,637
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	12,401	12,401	12,401	12,401	12,401	12,401	12,401	12,401	12,401	12,401	12,401	12,401	-	148,816
5621 Equipment Lease	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	-	217,594
5631 Vendor Repairs	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	70,071	910,920
5812 Field Trips & Pupil Transportation	83,290	83,290	83,290	83,290	83,290	83,290	83,290	83,290	83,290	83,290	83,290	83,290	-	999,478
5821 Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	-	50,916
5841 Contracted Substitute Teachers	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	54,130
5842 Special Education Services	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	225,161	2,927,091
5843 Non Public School	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	39,086	508,113
5844 After School Services	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	67,828	-	813,931
5849 Other Student Instructional Services	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	229,259	2,980,365
5852 PD Consultants & Tuition	29,061	29,061	29,061	29,061	29,061	29,061	29,061	29,061	29,061	29,061	29,061	29,061	-	348,726
5854 Nursing & Medical (Non-IEP)	2,343	2,343	2,343	2,343	2,343	2,343	2,343	2,343	2,343	2,343	2,343	2,343	-	28,110
5859 All Other Consultants & Services	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	70,809	920,520
5861 Non Instructional Software	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	-	613,801
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	36,683	36,683	36,683	36,683	36,683	36,683	36,683	36,683	36,683	36,683	36,683	36,683	-	440,198
5872 Special Education Fees (SELPA)	41,503	83,006	55,337	55,337	55,337	55,337	55,337	96,840	48,420	48,420	48,420	48,420	-	691,714
5881 Intra-Agency Fees	1,600,792	-	-	533,597	533,597	533,597	533,597	533,597	533,597	533,597	533,597	533,597	-	6,403,168
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	7,316	7,316	7,316	7,316	7,316	7,316	7,316	7,316	7,316	7,316	7,316	7,316	-	87,787
5911 Office Phone	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	-	89,451

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	Actuals as of 1/31/2024												FORECAST	
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
5913 Mobile Phone	522	522	522	522	522	522	522	522	522	522	522	522	522	6,258
5921 Internet	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	6,752	81,023
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	1,281	15,374
5999 Other Communications	288	288	288	288	288	288	288	288	288	288	288	288	288	3,461
Total 5000 - Operating Services	3,060,883	1,385,987	1,358,318	1,891,916	1,891,916	1,891,916	1,891,916	1,933,418	1,884,998	1,884,998	1,880,013	1,774,377	715,769	23,446,425
6000 - Capital Outlay														
6901 Depreciation Expense	131,763	132,263	135,423	135,374	134,291	134,291	133,915	133,591	132,621	133,335	133,233	133,061	-	1,603,161
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	131,763	132,263	135,423	135,374	134,291	134,291	133,915	133,591	132,621	133,335	133,233	133,061	-	1,603,161
7000 - Other Outgo														
7438 Interest Expense	-	-	94,358	-	-	-	-	-	92,305	-	-	-	-	186,664
Total 7000 - Other Outgo	-	-	94,358	-	-	-	-	-	92,305	-	-	-	-	186,664
TOTAL EXPENSE	4,906,860	4,883,240	5,332,990	5,420,556	5,300,796	5,377,679	5,239,060	5,445,096	5,373,948	5,408,402	5,507,013	5,528,120	898,524	64,622,283
NET INCOME	6,247,925	(1,696,466)	(1,561,883)	340,404	(790,579)	(1,263,836)	1,706,169	(114,141)	(1,168,511)	2,617,718	(1,205,409)	(3,985,726)	1,488,264	613,929
Operating Income														2,217,091
EBITDA														2,403,754
Beginning Cash Balance	21,308,096	21,898,388	20,563,603	18,425,664	19,028,451	18,654,630	17,736,436	19,576,520	19,595,970	18,352,689	21,852,793	20,780,617	18,073,352	21,308,096
Cash Flow from Operating Activities														
Net Income	6,247,925	(1,696,466)	(1,561,883)	340,404	(790,579)	(1,263,836)	1,706,169	(114,141)	(1,168,511)	2,617,718	(1,205,409)	(3,985,726)	1,488,264	613,929
Change in Accounts Receivable														
Prior Year Accounts Receivable	7,560,828	349,418	349,418	127,010	282,467	211,350	-	-	-	795,052	-	-	-	9,675,543
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(7,692,272)	(7,692,272)
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	(2,424,985)	-	-	-	-	-	-	-	-	-	-	1,405,212	898,524	(121,249)
Change in Due to	(1,224,955)	-	-	-	-	-	-	-	-	-	-	-	39,945	(1,185,010)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	(259,812)	-	(259,812)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(8,312,284)	-	-	-	-	-	-	-	-	-	-	-	5,265,540	(3,046,744)
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	131,763	132,263	135,423	135,374	134,291	134,291	133,915	133,591	132,621	133,335	133,233	133,061	-	1,603,161
Cash Flow from Investing Activities														
Capital Expenditures	(1,388,000)	(120,000)	(855,560)	-	-	-	-	-	-	(46,000)	-	-	-	(2,409,560)
Cash Flow from Financing Activities														
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(205,338)	-	-	-	-	-	(207,392)	-	-	-	-	(412,730)
Ending Cash Balance	21,898,388	20,563,603	18,425,664	19,028,451	18,654,630	17,736,436	19,576,520	19,595,970	18,352,689	21,852,793	20,780,617	18,073,352	18,073,352	18,073,352

Coversheet

April 2024 Financials

Section: XII. Financials
Item: B. April 2024 Financials
Purpose: Discuss
Submitted by:
Related Material: 04.24 - CNCA Consolidated - Financial Packet.pdf

CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (April 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

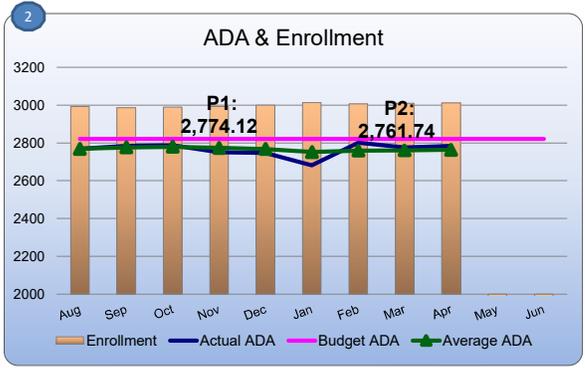
KEY POINTS

Enrollment is currently 10 students above the revised budget. ADA is 9.7 lower than budget resulting in a \$164K decrease in LCFF Revenue.

Forecast includes \$5.00M of restricted one-time funds. An additional \$7.80M remains available to spend through FY27/28.

Net Income is projected at \$1.35M and unrestricted cash is projected to end at \$13M

Camino also has a projected restricted cash balance of \$8.31M which consists of deferred revenue to be spent over the next few years



3 Average Daily Attendance Analysis

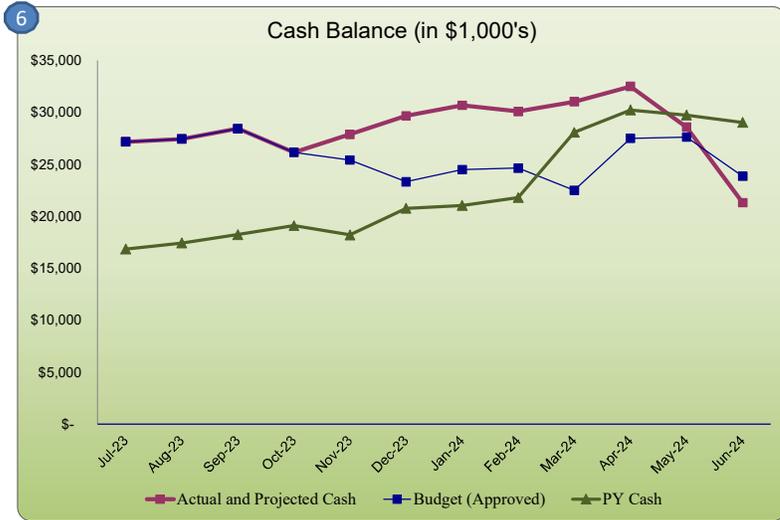
Category	Actual through Month 9	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	3,012	3,011	3,001	10	3,014	2,972
ADA %	92.3%	92.2%	92.2%	0.0%	0.0%	89.6%
Average ADA	2,764.28	2,761.67	2,771.37	(9.70)	2,762.57	2,680.25

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.73%	97.08%	1.35%	95.67%
3-Year Average %	94.97%	95.42%	0.45%	94.63%
District UPP C. Grant Cap	85.97%	85.67%	-0.30%	85.97%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 04/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	41,818,710	41,982,924	(164,214)	42,101,718	(283,009)	34,443,212	33,771,610	671,602	37,363,062	35,808,573
Federal Revenue	7,713,904	7,459,415	254,489	7,256,817	457,087	4,111,040	5,291,835	(1,180,794)	8,208,140	10,868,693
State Revenue	12,608,800	13,907,995	(1,299,196)	13,879,491	(1,270,692)	19,286,016	23,044,310	(3,758,294)	8,077,643	4,097,827
Other Local Revenue	4,068,138	2,968,841	1,099,297	3,822,833	245,305	3,423,458	2,525,140	898,318	4,198,910	2,971,632
Grants/Fundraising	547,118	516,693	30,425	517,116	30,002	112,901	64,861	48,040	850,526	390,444
TOTAL REVENUE	66,756,670	66,835,869	(79,199)	67,577,976	(821,306)	61,376,628	64,697,756	(3,321,129)	58,698,282	54,137,169
<i>Total per ADA</i>	24,173	24,117	56	24,470	(297)				21,900	20,473
<i>w/o Grants/Fundraising</i>	23,974	23,930	44	24,283	(308)				21,583	20,325
Certificated Salaries	16,216,540	16,833,279	616,739	16,430,293	213,753	12,973,044	13,596,614	623,570	16,042,300	16,070,067
Classified Salaries	7,352,669	7,982,003	629,334	7,721,802	369,133	5,826,155	6,381,311	555,156	6,976,915	6,291,816
Benefits	7,667,640	8,625,489	957,849	8,098,848	431,208	6,080,615	6,834,878	754,263	7,568,205	6,650,987
Student Supplies	5,806,708	5,548,839	(257,869)	5,603,977	(202,730)	3,607,174	4,232,812	625,638	4,159,277	4,615,770
Operating Expenses	26,731,881	25,767,881	(964,001)	26,999,378	267,497	16,684,759	20,401,323	3,716,564	22,079,760	19,409,944
Other	1,627,553	1,661,755	34,202	1,617,101	(10,452)	1,386,213	1,409,825	23,612	1,530,010	1,420,923
TOTAL EXPENSES	65,402,991	66,419,245	1,016,254	66,471,399	1,068,409	46,557,961	52,856,763	6,298,803	58,356,467	54,459,506
<i>Total per ADA</i>	23,682	23,966	284	24,069	(387)				21,773	20,595
NET INCOME / (LOSS)	1,353,679	416,624	937,055	1,106,577	247,103	14,818,667	11,840,993	2,977,674	341,814	(322,337)
OPERATING INCOME	2,786,436	1,883,584	902,853	2,528,882	257,555	16,010,084	14,271,051	1,739,033	1,669,057	888,003



Year-End Cash Balance

Projected	Budget	Variance
21,308,096	23,856,228	(2,548,132)

7 Balance Sheet

	6/30/2023	3/31/2024	4/30/2024	6/30/2024 FC
Assets				
Cash, Operating	29,037,719	30,188,867	31,424,834	12,995,811
Cash, Restricted	0	837,404	1,080,404	8,312,284
Accounts Receivable	5,629,420	572,103	528,361	9,675,543
Due From Others	286,926	563,836	624,444	139,534
Other Assets	24,615,268	24,251,050	24,224,836	24,318,362
Net Fixed Assets	39,642,835	39,428,515	39,371,058	39,753,791
Total Assets	99,212,167	95,841,774	97,253,938	95,195,326
Liabilities				
A/P & Payroll	4,132,432	2,001,642	2,058,332	3,975,787
Due to Others	2,277,644	194,886	145,229	2,402,270
Deferred Revenue	13,246,188	837,404	1,080,404	8,312,284
Other Liabilities	23,874,308	23,874,308	23,874,308	23,874,308
Total Debt	9,840,445	9,435,848	9,435,848	9,435,848
Total Liabilities	53,371,017	36,344,089	36,594,121	48,000,497
Equity				
Beginning Fund Bal.	45,499,335	45,841,150	45,841,150	45,841,150
Net Income/(Loss)	341,814	13,656,535	14,818,667	1,353,679
Total Equity	45,841,150	59,497,685	60,659,817	47,194,829
Total Liabilities & Equity	99,212,167	95,841,773	97,253,938	95,195,326
Available Line of Credit				
Days Cash on Hand	186	169	179	74
Cash Reserve %	50.9%	46.4%	49.1%	20.3%



CAMINO NUEVO CHARTER ACADEMY

2023-24 Budget by Site
Prepared by ExED. For use by ExED and ExED clients only. © 2023 ExED

	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY			
	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Forecast	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	
	Enrollment	604	603	(1)	692	687	(5)	437	446	9	276	272	(4)	500	507	7	492	493	1	-	3,061	3,008	(53)
ADA	567.13	569.63	3	634.53	630.07	(4)	399.99	398.98	(1)	257.56	252.72	(5)	450.40	452.48	2	460.12	457.87	(2)	-	2,822.14	2,761.75	(60)	
ADA %	93.90%	94.52%		92.26%	91.93%		91.91%	90.94%		93.24%	92.21%		92.06%	91.31%		93.10%	92.56%		0.00%	92.20%	92.23%		
UPP	0.00%	97.98%		0.00%	92.61%		0.00%	98.13%		0.00%	94.85%		0.00%	93.24%		0.00%	96.46%		0.00%	95.00%	95.42%		
Income																							
8011-8098 - Local Control Funding Formula Sources																							
8011 Local Control Funding Formula	4,891,464	4,450,809	(440,655)	5,270,985	4,715,677	(555,308)	3,467,354	3,141,496	(325,858)	2,034,691	1,798,880	(235,811)	3,726,802	3,378,704	(348,097)	6,194,916	6,039,808	(155,108)	-	25,586,212	23,525,374	(2,060,838)	
8012 Education Protection Account	1,618,302	1,924,845	306,543	1,816,194	2,135,591	319,397	1,136,410	1,342,342	205,932	731,753	850,260	118,507	1,286,841	1,530,918	244,077	92,024	91,560	(464)	-	6,681,524	7,875,516	1,193,992	
8019 Local Control Funding Formula - Prior Year	-	(65,631)	(65,631)	-	(68,477)	(68,477)	-	(48,065)	(48,065)	-	(27,952)	(27,952)	-	(49,266)	(49,266)	-	(50,260)	(50,260)	-	-	(309,651)	(309,651)	
8096 In Lieu of Property Taxes	1,989,282	2,147,197	157,915	2,225,696	2,374,986	149,290	1,403,017	1,503,939	100,922	903,425	952,618	49,193	1,579,837	1,705,605	125,769	1,613,931	1,725,659	111,728	-	9,715,188	10,410,005	694,817	
8098 In Lieu of Property Taxes, Prior Year	-	65,628	65,628	-	68,735	68,735	-	48,166	48,166	-	27,854	27,854	-	56,824	56,824	-	50,259	50,259	-	-	317,466	317,466	
Total 8011-8098 - Local Control Funding Formula Sources	8,499,048	8,522,849	23,801	9,312,876	9,226,512	(86,364)	6,006,781	5,987,878	(18,903)	3,669,869	3,601,660	(68,210)	6,593,479	6,622,786	29,307	7,900,871	7,857,025	(43,845)	-	41,982,924	41,818,710	(164,214)	
8100-8299 - Federal Revenue																							
8181 Special Education - Federal (IDEA)	137,977	138,585	608	154,375	153,290	(1,085)	97,314	97,068	(246)	62,662	61,484	(1,178)	109,578	110,084	506	111,943	111,395	(547)	-	673,848	671,906	(1,941)	
8221 Child Nutrition - Federal	607,032	548,187	(58,845)	406,395	371,734	(34,661)	391,025	359,837	(31,188)	57,216	68,262	11,046	206,020	218,579	12,558	203,575	218,946	15,371	-	1,871,263	1,785,545	(85,718)	
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	280,043	256,763	(23,280)	276,658	250,464	(26,194)	161,389	189,132	27,744	95,804	106,387	10,582	227,071	233,289	6,218	197,805	190,692	(7,113)	-	1,238,770	1,226,727	(12,043)	
8292 Title II	26,859	27,459	600	32,492	28,918	(3,574)	17,145	20,766	3,621	10,178	11,681	1,503	23,514	23,489	(25)	23,930	21,137	(2,793)	-	134,118	133,450	(668)	
8294 Title III	47,819	57,769	3,950	37,066	40,127	3,062	33,519	36,288	2,769	10,182	11,023	841	23,779	23,779	-	8,809	9,536	728	-	161,174	172,523	11,349	
8295 Title IV, SSAE	24,189	21,570	(2,619)	21,868	21,309	(559)	13,509	13,509	-	8,020	8,020	(0)	18,115	18,115	-	15,513	15,236	(277)	-	101,214	97,759	(3,455)	
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	776,271	1,211,836	435,565	324,166	320,820	(3,345)	827,388	739,193	(88,194)	581,943	612,676	30,733	200,086	171,344	(28,742)	569,176	570,123	948	-	3,279,029	3,625,993	346,964	
Total 8100-8299 - Other Federal Income	1,900,190	2,256,170	355,980	1,253,019	1,186,663	(66,356)	1,541,288	1,455,794	(85,495)	826,005	879,533	53,528	808,163	798,679	(9,484)	1,130,750	1,137,066	6,316	-	7,459,415	7,713,904	254,489	
8300-8599 - Other State Revenue																							
8520 Child Nutrition - State	128,073	128,441	368	99,988	97,531	(2,458)	78,773	78,648	(125)	12,559	16,926	4,368	53,360	58,128	4,767	48,091	60,663	12,572	-	420,844	440,337	19,493	
8550 Mandate Block Grant	11,071	11,020	(51)	11,584	11,530	(54)	8,048	8,088	40	4,777	4,677	(99)	9,238	9,195	(43)	23,569	23,457	(112)	-	68,286	67,967	(319)	
8561 State Lottery - Non Prop 20	104,673	105,228	555	117,401	116,645	(756)	74,038	74,364	325	47,576	46,698	(878)	83,707	84,371	664	84,946	84,472	(473)	-	512,342	511,778	(564)	
8562 State Lottery - Prop 20	42,579	42,804	226	47,756	47,449	(308)	30,117	30,250	132	19,353	18,996	(357)	34,050	34,320	270	34,554	34,362	(193)	-	208,410	208,181	(229)	
8560 Lottery Revenue	147,252	148,032	780	165,158	164,094	(1,064)	104,156	104,613	458	66,929	65,694	(1,235)	117,757	118,691	934	119,500	118,834	(666)	-	720,752	719,958	(793)	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	397,833	407,767	9,935	-	-	-	-	-	-	188,276	191,531	3,256	-	-	-	347,203	353,717	6,514	-	933,312	953,016	19,704	
8592 State Mental Health	45,892	45,405	(487)	51,346	50,223	(1,123)	32,367	31,803	(564)	20,842	20,144	(697)	36,446	36,067	(379)	37,233	36,497	(736)	-	224,127	220,139	(3,987)	
8593 After School Education & Safety	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	2,268,768	2,080,477	(188,290)	2,017,760	2,019,046	1,286	1,937,583	1,681,448	(256,135)	427,005	427,005	-	1,438,708	1,446,222	7,514	-	-	-	-	-	8,089,824	7,654,198	(435,626)
8596 Prop 28 Arts & Music	-	-	-	121,107	-	(121,107)	-	-	-	-	-	-	97,350	-	(97,350)	-	-	-	-	-	218,457	-	(218,457)
8599 State Revenue - Other	345,339	253,841	(91,498)	723,860	542,720	(181,140)	437,432	223,166	(214,266)	17,012	12,750	(4,262)	547,449	526,495	(20,954)	347,370	180,280	(167,090)	-	2,418,462	1,739,253	(679,209)	
Total 8300-8599 - Other State Income	3,547,710	3,278,467	(269,244)	3,394,286	3,088,626	(305,660)	2,801,842	2,331,249	(470,593)	737,400	738,729	1,329	2,503,792	2,398,280	(105,512)	922,966	773,449	(149,517)	-	13,907,995	12,608,800	(1,299,196)	
8600-8799 - Other Local Revenue																							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest & Dividend Income	10,000	213,093	203,093	68,243	173,800	105,557	7,500	133,047	125,547	27,778	75,051	47,273	15,000	162,500	147,500	10,000	135,000	125,000	-	138,521	892,491	753,969	
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	103,888	116,638	12,750	104,870	104,870	-	65,347	65,347	-	52,085	52,085	-	87,220	94,720	7,500	89,098	89,098	-	-	502,507	522,757	20,250	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	8	29	22	8,009	8,034	25																	

CAMINO NUEVO CHARTER ACADEMY
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	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY			
	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Forecast	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	
	1175 Teachers' Salaries - Stipend/Extra Duty	192,517	181,087	11,430	164,190	168,892	(4,702)	140,813	124,908	15,906	39,662	41,704	(2,041)	112,770	135,967	(23,197)	196,780	169,234	27,546	-	-	846,734	821,792
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	61,654	33,065	28,589	71,593	38,332	33,261	47,706	25,479	22,227	27,621	14,730	12,892	53,354	27,830	25,524	51,979	27,720	24,259	-	-	313,908	167,156	146,752
1299 Certificated Pupil Support - Other	202,623	169,265	33,359	136,158	123,111	13,047	90,532	81,707	8,824	52,528	47,249	5,279	103,264	94,288	8,976	98,865	88,923	9,942	-	-	683,971	604,544	79,427
1300 Certificated Supervisors' & Administrators' Salaries	607,821	574,151	33,669	666,847	681,338	(14,491)	577,953	574,041	3,912	332,837	351,109	(18,272)	522,218	456,796	65,422	746,841	745,948	893	-	-	3,454,517	3,383,384	71,133
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	3,384,707	3,183,016	201,691	3,666,891	3,568,366	98,525	2,483,855	2,387,613	96,241	1,407,644	1,388,475	19,169	2,698,662	2,568,049	130,612	3,191,520	3,121,020	70,501	-	-	16,833,279	16,216,540	616,739
2000 - Classified Salaries																							
2111 Instructional Aide & Other Salaries	710,097	689,392	20,706	622,118	618,344	3,774	502,287	460,840	41,447	130,576	110,687	19,889	458,649	402,121	56,527	408,927	305,667	103,260	-	-	2,832,654	2,587,051	245,603
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	406,100	329,224	76,876	204,612	93,929	110,684	207,846	133,450	74,397	50,722	54,163	(3,440)	108,502	47,764	60,738	1,447	1,447	-	-	-	979,229	659,976	319,254
2200 Classified Support Salaries	214,214	212,764	1,450	150,887	128,558	22,329	114,797	113,759	1,038	83,136	82,685	451	114,796	108,992	5,805	97,787	88,347	9,440	-	-	775,618	735,105	40,513
2300 Classified Supervisors' & Administrators' Salaries	-	-	-	84,348	85,598	(1,250)	41,319	37,564	3,755	20,481	18,114	2,367	-	-	-	74,037	72,319	1,718	-	-	220,185	213,596	6,589
2400 Classified Office Staff Salaries	291,811	268,738	23,073	244,572	242,285	2,288	204,634	199,440	5,194	209,711	207,119	2,592	251,541	236,273	15,268	267,521	267,978	(457)	-	-	1,469,791	1,421,833	47,958
2900 Other Classified Salaries	329,938	327,684	2,255	335,603	350,168	(14,566)	286,480	278,961	7,519	161,080	152,602	8,478	321,672	345,625	(23,953)	269,752	280,069	(10,317)	-	-	1,704,525	1,735,109	(30,584)
Total 2000 - Classified Salaries	1,952,161	1,827,801	124,360	1,642,140	1,518,881	123,259	1,357,364	1,224,015	133,350	655,707	625,370	30,337	1,255,160	1,140,775	114,385	1,119,471	1,015,827	103,644	-	-	7,982,003	7,352,669	629,334
3000 - Employee Benefits																							
3111 STRS - State Teachers Retirement System	645,020	589,390	55,631	704,346	682,426	21,921	473,868	452,463	21,405	277,800	279,594	(1,794)	520,376	490,835	29,541	616,699	602,500	14,199	-	-	3,238,110	3,097,208	140,902
3212 PERS - Public Employee Retirement System	518,652	494,249	24,403	416,573	373,784	42,789	354,756	313,758	40,997	169,736	148,532	21,204	331,895	298,326	33,569	295,698	262,924	32,774	-	-	2,087,311	1,891,574	195,737
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	121,915	116,287	5,628	99,865	90,724	9,141	84,366	75,005	9,361	39,680	34,701	4,978	77,683	69,657	8,027	70,924	65,095	5,829	-	-	494,433	451,468	42,965
3331 MED - Medicare	77,403	71,839	5,564	76,532	72,131	4,401	55,542	51,505	4,037	30,274	29,205	1,069	57,502	52,958	4,544	63,118	60,028	3,089	-	-	360,371	337,666	22,705
3401 H&W - Health & Welfare	436,801	316,194	120,607	428,760	348,843	79,916	335,569	261,943	73,626	154,265	110,186	44,080	378,683	284,877	93,807	390,731	315,384	75,348	-	-	2,124,809	1,637,426	487,383
3501 SUI - State Unemployment Insurance	2,668	2,475	193	2,638	2,485	153	1,914	1,774	140	1,044	1,007	38	1,982	1,825	158	2,180	2,078	102	-	-	12,427	11,643	783
3601 Workers' Compensation Insurance	61,542	59,305	2,236	61,415	59,047	2,368	49,794	48,102	1,692	25,604	24,639	966	52,606	50,251	2,355	54,400	47,914	6,486	-	-	305,362	289,259	16,103
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	132	(6,341)	6,473	(523)	(4,257)	3,734	2,476	(1,719)	4,195	0	(2,856)	2,856	1,394	(8,922)	10,316	(813)	(24,509)	23,696	-	-	2,665	(48,605)	51,270
Total 3000 - Employee Benefits	1,864,134	1,643,397	220,737	1,789,607	1,625,183	164,424	1,358,285	1,202,831	155,454	698,404	625,007	73,397	1,422,123	1,239,807	182,316	1,492,937	1,331,415	161,522	-	-	8,625,489	7,667,640	957,849
4000 - Supplies																							
4111 Core Curricula Materials	105,109	120,812	(15,703)	114,987	120,797	(5,810)	102,190	161,898	(59,708)	42,034	43,647	(1,613)	106,785	121,354	(14,569)	28,393	36,223	(7,830)	-	-	499,497	604,731	(105,234)
4211 Books & Other Reference Materials	78,000	84,872	(6,872)	55,000	62,000	(7,000)	43,906	43,906	-	28,000	3,000	25,000	38,000	43,340	(5,340)	15,000	25,118	-	-	-	257,906	252,118	5,788
4311 Student Materials	62,804	74,980	(12,176)	52,981	57,436	(4,454)	76,928	63,365	13,563	35,779	34,748	1,032	53,055	60,494	(7,439)	85,765	79,477	6,287	-	-	367,312	370,499	(3,187)
4351 Office Supplies	12,000	12,000	-	21,347	21,578	(231)	12,539	23,063	(10,523)	7,200	4,020	3,180	15,600	15,600	-	12,900	16,400	(4,400)	-	-	80,687	92,661	(11,974)
4371 Custodial Supplies	40,215	52,215	(12,000)	24,028	39,628	(15,600)	13,200	27,200	(14,000)	24,000	24,000	-	18,000	33,600	(15,600)	25,400	43,400	(18,000)	-	-	144,843	220,043	(75,200)
4391 Food (Non Nutrition Program)	92,200	107,700	(15,500)	101,400	115,400	(14,000)	108,550	116,350	(7,800)	31,010	30,950	60	60,500	67,000	(6,500)	26,830	46,830	(20,000)	-	-	420,940	484,230	(63,290)
4392 Uniforms	30,000	30,000	-	17,500	17,500	-	19,251	19,251	-	12,900	24,800	(11,900)	2,000	10,247	(8,247)	13,600	13,600	-	-	-	95,251	115,399	(20,147)
4393 PE & Sports Equipment	7,000	7,500	(500)	9,929	20,270	(10,340)	1,500	1,500	-	4,500	6,273	(1,773)	9,804	14,068	(4,264)	7,500	7,500	-	-	-	40,234	57,111	(16,877)
4395 Before & After School Program Supplies	202,000	202,000	-	173,000	109,366	63,634	170,000	170,000	-	34,500	34,500	-	87,500	87,500	-	10,000	10,000	-	-	-	677,000	613,366	63,634
4399 All Other Supplies	16,274	24,638	(8,364)	21,076	24,703	(3,627)	14,355	27,277	(12,922)	10,538	13,015	(2,477)	18,040	27,873	(9,833)	27,126	27,129	(3)	-	-	107,409	144,636	(37,227)
4390 Other Supplies	347,474	371,838	(24,364)	322,905	287,238	35,667	313,656	334,379	(20,722)	93,448	109,538	(16,090)	177,844	206,688	(28,844)	85,056	105,059	(20,003)	-	-	1,340,384	1,414,741	(74,357)
4411 Non Capitalized Equipment	183,400	303,090	(119,690)	92,844	122,160	(29,315)	78,038	112,961	(34,863)	45,771	78,663	(32,892)	128,283	130,581	(2,298)	41,000	136,738	(95,738)	-	-	569,337	884,132	(314,796)
4711 Nutrition Program Food & Supplies	817,929	583,659	234,270	464,681	421,938	42,743	447,492	370,786	76,706	79,074	97,286	(18,212)	255,141	264,840	(9,699)	224,556	229,274	(4,717)	-	-	2,288,873	1,967,782	321,091
4713 CACFP Supper Food & Supplies	-	-	-	-	-																		

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	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)	2023-24 Forecast	2023-24 Budget - Approved	2023-24 Forecast	Budget Variance Better/(Worse)		
	5844 After School Services	203,483	203,483	-	203,483	203,483	-	203,483	203,483	-	249,407	359,185	(109,777)	203,483	203,483	-	147,100	182,317	(35,217)	-	-	813,932	813,932	-
5849 Other Student Instructional Services	858,244	940,073	(81,829)	771,080	793,861	(22,782)	777,556	656,738	120,818	591,586	739,515	(147,930)	591,586	739,515	(147,930)	147,100	182,317	(35,217)	-	-	3,394,972	3,671,689	(276,717)	
5852 PD Consultants & Tuition	125,457	192,766	(67,309)	86,380	160,158	(73,778)	113,793	122,654	(8,862)	37,695	53,200	(15,625)	64,942	118,991	(54,049)	25,420	44,833	(19,413)	-	-	453,687	692,723	(239,036)	
5854 Nursing & Medical (Non-IEP)	4,100	4,100	-	4,000	7,600	(3,600)	3,500	5,783	(2,283)	2,500	4,027	(1,527)	4,600	4,600	-	2,000	2,000	-	-	-	20,700	28,110	(7,410)	
5859 All Other Consultants & Services	259,364	244,193	15,171	252,499	252,060	439	205,784	258,373	(52,589)	90,792	108,629	(17,836)	224,843	288,664	(63,820)	186,842	176,143	10,700	-	-	1,220,124	1,328,060	(107,936)	
5861 Non Instructional Software	126,144	142,670	(16,526)	145,264	146,001	(737)	102,196	110,094	(7,898)	67,200	62,775	4,425	126,436	120,163	6,273	109,752	115,691	(5,938)	-	-	676,993	697,394	(20,401)	
5865 Fundraising Cost	-	3,088	(3,088)	8,914	10,508	(1,594)	-	2	(2)	-	1	(1)	-	3,053	(3,053)	-	2	(2)	-	-	8,914	16,653	(7,739)	
5871 District Oversight Fees	84,990	85,229	(238)	93,129	92,263	866	60,068	59,878	190	36,699	36,018	681	65,935	66,152	(217)	79,009	78,570	438	-	-	419,829	418,109	1,720	
5872 Special Education Fees (SELPA)	136,949	137,553	(604)	153,225	152,148	1,077	96,589	96,345	244	62,195	61,026	1,169	108,762	109,264	(502)	111,109	110,566	543	-	-	668,829	666,902	1,927	
5881 Intra-Agency Fees	1,315,844	1,310,631	5,213	1,347,680	1,328,805	18,875	892,299	890,244	2,055	527,156	521,958	5,197	953,579	960,220	(6,641)	1,124,364	1,121,661	2,703	-	-	6,160,921	6,133,520	27,401	
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	7,905	91	7,815	-	10	(10)	-	209	(209)	-	-	-	748	15	733	1,144	6,063	(4,919)	-	-	9,798	6,387	3,410	
5899 All Other Expenses	16,737	26,110	(9,373)	15,614	19,788	(4,174)	10,210	11,880	(1,670)	6,150	9,325	(3,175)	18,899	21,483	(2,584)	16,868	18,908	(2,040)	-	-	84,478	107,494	(23,016)	
5911 Office Phone	13,020	13,188	(1,177)	13,188	14,940	(1,752)	12,768	12,336	432	14,328	15,528	(1,200)	13,572	12,660	912	14,376	15,790	(1,414)	-	-	81,252	89,451	(8,199)	
5913 Mobile Phone	516	858	(342)	1,080	1,080	-	3,600	2,484	1,116	1,200	900	300	1,560	1,500	60	516	516	-	-	-	8,472	7,338	1,134	
5921 Internet	15,600	15,600	-	13,800	12,552	1,248	12,876	12,542	334	13,200	12,542	658	12,000	12,600	(600)	15,717	15,188	529	-	-	83,193	81,023	2,170	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	800	800	-	1,250	1,250	-	4,924	4,924	-	1,400	1,400	-	2,000	2,000	-	5,000	5,000	-	-	-	15,374	15,374	-	
5999 Other Communications	3,085	17,471	(14,386)	3,566	20,204	(16,637)	2,366	12,774	(10,409)	1,371	7,752	(6,381)	2,676	14,783	(12,107)	2,578	14,587	(12,009)	-	-	15,641	87,571	(71,930)	
Total 5000 - Operating Services	5,525,041	5,914,554	(389,513)	5,841,173	5,659,091	182,081	4,351,496	4,259,075	92,421	2,106,339	2,248,838	(142,500)	4,036,847	4,586,364	(549,517)	3,906,986	4,063,958	(156,973)	-	-	25,767,881	26,731,881	(964,001)	
6000 - Capital Outlay																								
6901 Depreciation Expense	210,690	192,071	18,619	674,741	695,449	(20,708)	152,606	136,901	15,704	83,230	66,258	16,973	142,672	142,547	125	203,020	199,531	3,489	-	-	1,466,959	1,432,757	34,202	
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 - Capital Outlay	210,690	192,071	18,619	674,741	695,449	(20,708)	152,606	136,901	15,704	83,230	66,258	16,973	142,672	142,547	125	203,020	199,531	3,489	-	-	1,466,959	1,432,757	34,202	
7000 - Other Outgo																								
7438 Interest Expense	-	-	-	194,796	194,796	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	194,796	194,796	-
Total 7000 - Other Outgo	-	-	-	194,796	194,796	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	194,796	194,796	-
TOTAL EXPENSE	14,583,664	14,364,307	219,357	14,958,122	14,394,541	563,581	10,791,555	10,347,932	443,622	5,306,630	5,348,851	(42,221)	10,348,171	10,554,039	(205,868)	10,431,103	10,393,321	37,782	-	-	66,419,245	65,402,991	1,016,254	
NET INCOME	49,590	667,089	617,499	(174,129)	178,713	352,842	39,176	76,056	36,880	270,172	282,879	12,708	137,901	33,512	(104,388)	93,915	115,429	21,515	-	-	416,624	1,353,679	937,055	
Beginning Cash Balance	8,087,846	8,087,845		3,937,085	3,937,085		5,247,664	5,247,664		3,570,099	3,570,099		3,925,151	3,925,151		3,861,142	3,861,142		408,733	29,037,720	29,037,720			
Cash Flow from Operating Activities																								
Net Income	49,590	667,089		(174,129)	178,713		39,176	76,056		270,172	282,879		137,901	33,512		93,915	115,429				416,624	1,353,679		
Change in Accounts Receivable																								
Prior Year Accounts Receivable	1,093,573	1,093,573		1,519,332	1,519,332		588,406	588,406		319,379	319,379		1,232,185	1,232,185		876,545	876,545				5,629,420	5,629,420		
Current Year Accounts Receivable	(1,576,327)	(2,557,058)		(1,802,087)	(1,655,476)		(1,028,902)	(1,630,530)		(703,706)	(1,262,012)		(1,309,690)	(1,007,561)		(1,099,888)	(1,562,906)				(7,520,600)	(9,675,543)		
Change in Due from	(2)	1,264		(1,918)	(2,076)		-	80		-	-		(0)	(99)		834	834		147,388		146,301	147,391		
Change in Accounts Payable	(15,169)	(18,623)		(18,707)	(11,202)		141,557	146,059		(6,524)	(6,524)		(19,000)	(19,000)		(11,831)	(11,831)		7,795		69,737	86,674		
Change in Due to	2,391,884	453,948		(194,802)	105,067		(145,169)	591,709		1,014,328	(133,977)		1,508,947	(179,856)		(465,217)	(348,982)		(363,283)		3,701,334	124,627		
Change in Accrued Vacation	-	-		-	-		-	-		-	-		-	-		-	-		-		-	-		
Change in Payroll Liabilities	(31,619)	(30,201)		(50,086)	(41,051)		(43,058)	(33,840)		(12,704)	(9,998)		(78,172)	(71,624)		(49,977)	(39,455)		(17,151)		(284,132)	(243,319)		
Change in Prepaid Expenditures	(12,586)	(12,586)		(12,366)	(12,366)		(16,273)	(16,273)		(4,864)	(4,864)		(4,070)	(4,070)		(1,248)	(1,248)		(18,138)		(61,035)	(69,547)		
Change in Deposits	-	-		-	-		-	-		-	-		-	-		-	-		-		-	-		
Change in Deferred Revenue	(3,377,205)	(1,851,420)		(284,156)	(771,068)		(587,265)	(1,554,332)		(1,062,564)	111,117		(1,899,163)	(877,603)		154,944	9,401				(7,055,408)	(4,933,904)		
Change in Other Long Term Assets	56,833	143,596		3,688	9,286		6,061	15,261		26,377	66,649		3,789	9,541		48,330	122,120				145,078	366,453		
Change in Other Long Term Liabilities	-	-		-	-		-	-		-	-		-	-		-	-		-		-	-		
Depreciation Expense	210,690	192,071		674,741	695,449		152,606	136,901		83,230	66,258		142,672	142,547		203,020</								



CAMINO NUEVO CHARTER ACADEMY

Financial Analysis

April 2024

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of \$1.35M in FY23-24 compared to \$417K in the revised board approved budget. Reasons for this positive \$937K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2024, the school's cash balance was \$31.42M. By June 30, 2024, the school's cash balance is projected to be \$13.00M, which represents a 20% reserve. In addition to this, CNCA is projected to have \$8.3M of restricted cash which consists of deferred revenue that will be spent over the next couple of years. There is a \$2M dip in projected cash as compared to the budget due to a correction in the ELOP funding receipt formula that had caused the projected deferred revenue and cash to be overstated. There is no net income effect to this correction.

As of April 30, 2024, the Accounts Receivable balance was \$528K, down from \$572K in the previous month, due to the receipt of revenue earned in FY22-23.

As of April 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$2.06M, compared to \$2.00M in the prior month.

As of April 30, 2024, CNCA had a debt balance of \$9.44M. This debt is related to Prop 55/Kayne Siart construction loan.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$66.76M, which is \$79K or 0.1% under budgeted revenue of \$66.84M.

All Other Federal Revenue (8299) \$347K increase due to additional ESSER funds being spent in current year. This is largely due to \$400K Conexion payments projected to be paid in the current year.

Prop 28 Arts & Music (8596) \$218K decrease based on reduced spending toward this fund. Funds will be expended in future years.

State Revenue - Other (8599) \$679K decrease due to sites pushing off spending of Learning Recovery, Arts & Music Grant and other one-time funds to future years.

Interest & Dividend Income (8660) \$754K increase in interest revenue based on most recent LACOE interest distributions. This includes a \$243K adjustment to FY22-23.

E-Rate (8697) \$127K increase due to a \$73K networking contribution in Kayne Siart site.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



SELPA Grants (8698) \$112K increase based on round one special education assistance awarded to each charter.

Other Prior Year Adjustment (8999) \$86K increase in Prior Year Revenues largely due to final FY22-23 Lottery rates and SMAA funds received.

Expenses

Total expenses for FY23-24 are projected to be \$65.40M, which is \$1.02M or 1.5% under budgeted expenditures of \$66.42M.

Certificated Pupil Support - Psychologist (1215) \$147K under budget due to vacant positions.

Classified Teacher Salaries (2131) \$319K under budget due to vacant positions and changes in the ELOP staffing needs. This is offset by reduced ELOP funds.

H&W - Health & Welfare (3401) \$487K under budget based on employee elections during open enrollment.

Core Curricula Materials (4111) \$105K over budget due to additional supply purchases being done.

Custodial Supplies (4371) \$75K over budget largely due to additional supplies being purchased for the new maintenance company.

Non Capitalized Equipment (4411) \$315K over budget largely due to a budgeted furniture purchase at the Dalzell Lance campus which did not meet the capitalization threshold as well as a large furniture purchase at the Burlington site.

Nutrition Program Food & Supplies (4711) \$321K under budget based on meal credits received and efforts to reduce meal overages at sites.

Utilities (5511) \$89K over budget based on current trend.

Other Facility Operations & Utilities (5599) \$118K over budget largely due to Castellanos site trending higher for LAUSD maintenance expenses on their Public School Choice Site.

Vendor Repairs (5631) \$288K over budget mostly due to increased HVAC repair needs at sites.

Contracted Substitute Teachers (5841) \$524K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) \$753K under budget. This reduction is partly due to utilizing in-house staff for certain services, resulting in decreased overall service requirements. However, savings from consultants are offset by the need to hire SPED substitute staff to fill vacancies or cover absences among regular staff. Furthermore, consultant costs at the Cisneros site are exceeding the budgeted amount.

PD Consultants & Tuition (5852) \$239K over budget largely due to additional PD added with one-time funding.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



ADA

Budgeted P2 ADA is 2,771.37 based on enrollment of 3,001 and a 92.2% attendance rate.

Actual P2 ADA is 2,761.67 based on enrollment of 3,011 and a 92.2% attendance rate.

Actual ADA through Month 9 is 2,764.28 with ending enrollment of 3,012 and a 92.3% attendance rate.

In Month 9, ADA was 2,784.06 with a 92.4% 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

2023-24 Cash Flow Forecast

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	2023-24		ACTUAL										Actuals as of 4/30/2024			FORECAST		Budget Variance	
	Budget	Trend	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	Better / (Worse)	% Better / (Worse)	
# of School Days in Month			0	17	20	18	16	11	16	20	15	20	22	10		185			
Enrollment	3,001	3,011														3,011	10	0%	
Unduplicated Pupil Percentage		97.08%														97.08%			
ADA	2,769.73	2,761.75														2,761.75	(7.98)		
ADA Rate		92.23%														92.23%			
Income																			
8011-8098 - Local Control Funding Formula Sources																			
8011 Local Control Funding Formula	25,586,212	23,525,374	1,199,413	1,199,413	2,158,946	2,158,946	2,158,946	2,158,946	2,158,946	2,192,131	2,192,131	2,192,131	2,190,948	-	1,564,478	23,525,374	(2,060,838)	-8%	
8012 Education Protection Account	6,681,524	7,875,516	-	-	1,760,413	-	-	1,760,412	-	-	2,021,749	-	-	-	2,332,942	7,875,516	1,193,992	18%	
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	(114,885)	(64,922)	(64,922)	(64,922)	(64,922)	-	(309,651)	(309,651)	100%	
8096 In Lieu of Property Taxes	9,715,188	10,410,005	564,080	1,128,159	752,106	752,106	752,106	752,105	752,106	1,316,186	1,492,085	731,991	834,040	834,040	(251,106)	10,410,005	694,817	7%	
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	317,466	-	-	-	317,466	317,466	100%	
Total 8011-8098 - Local Control Funding Formula Sources	41,982,924	41,810,895	1,763,493	2,327,572	4,671,465	2,911,052	2,911,052	4,671,463	2,911,052	3,508,317	5,591,080	3,176,666	2,960,066	769,118	3,646,314	41,818,710	(164,214)	0%	
8100-8299 - Federal Revenue																			
8181 Special Education - Federal (IDEA)	673,848	671,906	39,124	78,249	52,166	52,166	52,166	52,167	52,166	91,291	112,542	51,573	49,453	49,453	(60,609)	671,906	(1,941)	0%	
8221 Child Nutrition - Federal	1,871,263	1,784,985	-	-	-	-	-	188,150	186,424	-	169,294	249,064	-	149,802	842,812	1,785,545	(85,718)	-5%	
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	1,238,770	1,226,727	-	-	-	-	-	-	632,387	-	-	343,420	-	-	250,920	1,226,727	(12,043)	-1%	
8292 Title II	134,118	133,450	-	-	-	-	-	-	-	52,859	-	52,859	-	-	27,732	133,450	(668)	0%	
8294 Title III	161,174	172,523	-	-	-	-	-	-	34,926	-	-	43,286	-	-	94,311	172,523	11,349	7%	
8295 Title IV, SSAE	101,214	97,759	-	-	-	-	-	-	24,011	-	-	24,011	-	-	49,737	97,759	(3,455)	-3%	
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	3,279,029	3,625,993	466,592	-	-	-	510,728	-	-	247,726	-	251,694	-	-	2,149,254	3,625,993	346,964	11%	
Total 8100-8299 - Other Federal Income	7,459,415	7,713,343	505,716	78,249	52,166	52,166	562,894	240,317	929,914	391,876	281,836	1,015,907	49,453	199,254	3,354,157	7,713,904	254,489	3%	
8300-8599 - Other State Revenue																			
8520 Child Nutrition - State	420,844	440,333	-	-	-	-	-	47,125	47,980	-	43,955	59,796	-	36,039	205,443	440,333	19,493	5%	
8550 Mandate Block Grant	68,286	68,286	-	-	-	-	67,967	-	-	-	-	-	-	-	-	67,967	(319)	0%	
8561 State Lottery - Non Prop 20	512,342	511,778	-	-	-	-	-	246,119	-	-	139,637	-	-	-	126,021	511,778	(564)	0%	
8562 State Lottery - Prop 20	208,410	208,181	-	-	-	-	-	-	-	-	80,182	-	-	-	127,999	208,181	(229)	0%	
8560 Lottery Revenue	720,752	719,958	-	-	-	-	-	246,119	-	-	219,819	-	-	-	254,020	719,958	(793)	0%	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	933,312	953,016	-	-	-	-	-	-	-	-	-	157,964	-	-	795,052	953,016	19,704	2%	
8592 State Mental Health	224,127	220,139	10,843	10,843	19,519	19,519	39,038	19,519	20,369	20,369	20,369	19,813	19,813	19,939	220,139	(3,987)	-2%		
8593 After School Education & Safety	813,931	813,931	-	-	-	-	-	-	-	-	-	579,926	-	-	234,005	813,931	0	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program	8,089,824	7,654,198	4,018,624	219,935	395,883	395,883	395,883	395,883	395,883	395,885	395,885	395,885	395,883	-	(147,315)	7,654,198	(435,626)	-5%	
8596 Prop 28 Arts & Music	218,457	-	-	-	-	-	-	-	-	110,982	110,982	110,982	24,290	24,290	(381,526)	-	(218,457)	-100%	
8599 State Revenue - Other	2,418,462	1,739,253	8,488,811	-	-	822,374	-	-	585,216	-	-	-	-	-	(8,157,148)	1,739,253	(679,209)	-28%	
Total 8300-8599 - Other State Income	13,907,995	12,609,115	12,518,279	230,778	415,402	1,237,776	463,850	728,165	1,048,598	527,236	791,010	1,324,922	439,986	60,329	(7,177,530)	12,608,800	(1,299,196)	-9%	
8600-8799 - Other Local Revenue																			
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest & Dividend Income	138,521	892,491	9,808	30	61	63	243,741	221,605	9,587	155,575	67,657	23,135	80,615	80,615	-	892,491	753,969	544%	
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	502,507	522,757	-	41,000	-	-	2,080	14,800	3,120	20,000	7,000	8,540	-	234,041	192,176	522,757	20,250	4%	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	14,157	6,359	5,139	-	-	202	-	1,200	40	1,865	30	7,857	-	8,000	0	24,333	10,175	72%	
8696 Other Fundraising	29	-	-	-	-	29	-	-	-	-	-	-	-	-	0	29	-	-	
8697 E-Rate	79,931	64,818	-	-	13,377	(0)	73,878	7,995	46,640	-	28,419	24,407	6,025	6,025	-	206,767	126,836	159%	
8698 SELPA Grants	-	109,577	-	-	-	-	-	-	109,460	-	2,500	-	-	-	117	112,077	112,077	100%	
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	27,778	415	300	-	-	-	-	28,494	28,494	100%	
8792 Transfers of Apportionments - Special Education	2,670,297	2,662,603	155,042	310,083	206,723	206,722	206,722	206,722	206,722	361,764	152,458	178,363	195,969	195,969	79,345	2,662,603	(7,694)	0%	
Total 8600-8799 - Other Income-Local	3,405,442	4,258,605	169,989	351,113	220,161	207,016	526,421	452,322	375,568	566,982	258,480	242,603	282,609	524,650	271,639	4,449,550	1,044,108	31%	
Prior Year Adjustments																			
8999 Other Prior Year Adjustment	80,092	165,706	-	5,000	-	75,092	17,241	17,786	-	50,587	-	-	-	-	-	165,706	85,614	107%	

CAMINO NUEVO CHARTER ACADEMY

2023-24 Cash Flow Forecast

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	2023-24		Actuals as of 4/30/2024										FORECAST					
	Budget	Trend	ACTUAL Jul-23	ACTUAL Aug-23	ACTUAL Sep-23	ACTUAL Oct-23	ACTUAL Nov-23	ACTUAL Dec-23	ACTUAL Jan-24	ACTUAL Feb-24	ACTUAL Mar-24	ACTUAL Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Budget Variance Better / (Worse)	% Better / (Worse)
	80,092	165,706	-	5,000	-	75,092	17,241	17,786	-	50,587	-	5,760,098	-	-	-	165,706	85,614	107%
TOTAL INCOME	66,835,869	66,557,664	14,957,477	2,992,712	5,359,194	4,483,101	4,481,457	6,110,053	5,265,133	5,044,998	6,922,405	5,760,098	3,732,113	1,553,351	94,579	66,756,670	(79,199)	0%
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	10,934,106	11,226,533	(2,700)	913,254	929,217	948,755	943,444	943,097	975,401	973,038	969,561	973,698	1,020,594	1,020,594	-	10,607,953	326,153	3%
1120 Teachers' Hourly	91,267	100,700	2,100	4,258	10,202	8,607	8,504	7,704	7,435	8,852	9,633	9,198	11,077	8,056	-	95,626	(4,359)	-5%
1170 Teachers' Salaries - Substitute	508,775	500,192	4,141	41,034	46,963	62,379	47,570	43,601	37,970	58,817	57,468	41,339	54,885	39,917	-	536,085	(27,310)	-5%
1175 Teachers' Salaries - Stipend/Extra Duty	846,734	966,321	179,960	49,215	9,342	15,057	13,738	137,563	21,827	16,322	23,431	39,641	11,326	304,370	-	821,792	24,942	3%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	313,908	398,504	19,131	11,609	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	33,209	33,209	-	167,156	146,752	47%
1299 Certificated Pupil Support - Other	683,971	725,645	48,135	47,967	48,097	48,431	49,301	56,663	49,223	44,109	42,406	40,361	61,904	65,339	2,608	604,544	79,427	12%
1300 Certificated Supervisors' & Administrators' Salaries	3,454,517	3,446,911	279,914	282,280	272,224	269,492	274,302	282,723	275,000	309,200	276,985	284,855	286,954	289,454	-	3,383,384	71,133	2%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	16,833,279	17,364,805	530,681	1,349,617	1,324,796	1,361,471	1,345,610	1,480,101	1,375,607	1,419,088	1,388,233	1,397,841	1,479,949	1,760,939	2,608	16,216,540	616,739	4%
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	2,832,654	2,843,385	45,050	219,618	235,698	261,146	200,399	191,738	186,366	221,169	236,544	203,920	299,760	285,644	-	2,587,051	245,603	9%
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	979,229	1,064,969	80,809	30,923	30,460	46,392	46,459	41,669	46,644	47,917	49,087	57,717	102,227	79,672	-	659,976	319,254	33%
2200 Classified Support Salaries	775,618	783,387	46,527	69,547	60,283	63,354	63,752	58,985	55,013	56,331	60,629	57,117	70,395	61,054	12,119	735,105	40,513	5%
2300 Classified Supervisors' & Administrators' Salaries	220,185	244,025	16,661	11,544	12,466	12,299	15,749	19,267	20,496	21,587	20,865	20,408	21,269	19,890	1,094	213,596	6,589	3%
2400 Classified Office Staff Salaries	1,469,791	1,497,739	79,753	116,790	122,637	124,623	124,903	117,638	114,350	111,433	117,372	124,316	132,843	119,185	15,989	1,421,833	47,958	3%
2900 Other Classified Salaries	1,704,525	1,677,493	92,483	148,235	147,692	154,104	147,415	139,495	144,726	157,021	155,768	142,797	162,800	131,779	10,793	1,735,109	(30,584)	-2%
Total 2000 - Classified Salaries	7,982,003	8,110,998	361,283	596,656	609,236	661,918	598,677	568,791	567,596	615,456	640,264	606,276	789,294	697,224	39,996	7,352,669	629,334	8%
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	3,238,110	3,316,678	129,526	255,197	251,783	258,661	257,120	263,551	260,846	271,036	264,950	265,031	282,670	336,339	498	3,097,208	140,902	4%
3212 PERS - Public Employee Retirement System	2,087,311	2,164,014	83,932	137,766	164,837	165,900	153,345	145,254	147,910	160,768	167,624	156,964	210,584	186,019	10,671	1,891,574	195,737	9%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	494,433	502,882	23,072	36,443	37,321	40,917	36,388	34,459	34,369	37,569	39,340	36,946	48,936	43,228	2,480	451,468	42,965	9%
3331 MED - Medicare	360,371	369,399	15,400	27,604	27,382	28,701	27,414	28,934	27,401	28,729	28,677	28,260	32,904	35,643	618	337,666	22,705	6%
3401 H&W - Health & Welfare	2,124,809	2,055,621	315,744	(46,993)	(50,235)	290,787	170,879	34,228	334,749	92,494	141,911	(36,296)	149,203	170,203	70,750	1,637,426	487,383	23%
3501 SUI - State Unemployment Insurance	12,427	12,738	531	952	944	990	945	998	945	991	989	974	1,135	1,229	21	11,643	783	6%
3601 Workers' Compensation Insurance	305,362	378,246	84,583	24,148	-	48,123	24,062	24,062	-	32,265	24,062	24,062	3,892	-	-	289,259	16,103	5%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	2,665	-	(692)	(690)	259	533	(66,496)	13,961	1,671	2,922	-	(72)	-	-	-	(48,605)	51,270	1924%
Total 3000 - Employee Benefits	8,625,489	8,799,578	652,095	434,428	432,291	834,613	603,656	545,446	807,890	626,774	667,553	475,869	729,324	772,662	85,038	7,667,640	957,849	11%
4000 - Supplies																		
4111 Core Curricula Materials	499,497	604,731	4,719	5,812	25,624	(578)	163,052	35,911	125,154	(1,223)	70,832	43,776	65,826	65,826	-	604,731	(105,234)	-21%
4211 Books & Other Reference Materials	257,906	252,118	-	1,356	1,039	4,741	3,945	24,876	(11,922)	5,008	14,286	3,945	85,149	124,011	-	252,118	5,788	2%
4311 Student Materials	367,312	370,499	4,200	38,891	29,315	39,470	42,791	27,991	73,591	16,045	13,928	20,487	25,006	38,784	-	370,499	(3,187)	-1%
4351 Office Supplies	80,687	92,661	347	5,136	7,376	4,937	5,691	9,316	6,249	6,307	11,071	9,607	5,136	21,488	-	92,661	(11,974)	-15%
4371 Custodial Supplies	144,843	220,043	5,123	22,975	9,709	14,006	41,522	6,549	15,511	11,082	10,370	24,817	34,103	24,277	-	220,043	(75,200)	-52%
4391 Food (Non Nutrition Program)	420,490	484,230	1,932	31,564	70,786	6,920	52,850	12,825	21,498	45,303	15,442	41,817	68,054	115,240	-	484,230	(63,740)	-15%
4392 Uniforms	95,251	115,399	-	4,614	2,051	10,063	5,938	-	2,549	5,911	2,679	1,360	30,627	49,608	-	115,399	(20,147)	-21%
4393 PE & Sports Equipment	40,234	57,111	-	487	9,744	8,749	9,982	6,723	10,982	(3,011)	4,190	(1,158)	5,212	5,212	-	57,111	(16,877)	-42%
4395 Before & After School Program Supplies	677,000	613,366	-	-	-	9,122	-	6,933	7,936	9,431	122,983	14,769	221,096	221,096	-	613,366	63,634	9%
4399 All Other Supplies	107,409	144,636	297	4,268	9,922	11,943	10,220	26,461	14,003	11,147	17,962	10,563	11,149	-	-	144,636	(37,227)	-35%
4390 Other Supplies	1,340,384	1,414,741	2,229	40,933	92,502	46,798	78,989	52,942	56,968	68,780	163,256	73,489	335,551	402,304	-	1,414,741	(74,357)	-6%
4411 Non Capitalized Equipment	569,337	884,132	211,688	44,675	91,552	41,097	31,853	105,340	15,037	7,126	7,611	10,356	158,898	158,898	-	884,132	(314,796)	-55%
4711 Nutrition Program Food & Supplies	2,288,873	1,976,909	8,423	-	101,750	257,486	202,588	96,984	177,151	135,341	82,552	251,230	272,091	260,360	121,824	1,967,782	321,091	14%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	5,548,839	5,815,834	236,729	159,779	358,866	407,956	570,432	359,910	457,740	248,466	373,906	433,391	981,761	1,095,948	121,824	5,806,708	(257,869)	-5%
5000 - Operating Services																		
5211 Travel & Conferences	178,223	203,886	2,625	1,553	68	10,777	13,296	5,293	7,760	12,306	10,216	4,379	67,806	67,806	-	203,886	(25,664)	-14%
5311 Dues & Memberships	143,126	154,852	45,623	5,077	6,643	5,580	802	2,066	4,137	2,202	2,159							

CAMINO NUEVO CHARTER ACADEMY
 2023-24 Cash Flow Forecast
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	2023-24		Actuals as of 4/30/2024										FORECAST			Budget Variance		
	Budget	Trend	ACTUAL Jul-23	ACTUAL Aug-23	ACTUAL Sep-23	ACTUAL Oct-23	ACTUAL Nov-23	ACTUAL Dec-23	ACTUAL Jan-24	ACTUAL Feb-24	ACTUAL Mar-24	ACTUAL Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Better / (Worse)	% Better / (Worse)
5611 School Rent - Private Facility	1,257,559	1,257,559	90,810	90,810	90,810	90,810	90,810	90,810	98,208	90,810	90,810	90,810	171,032	171,032	-	1,257,559	(0)	
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5619 Other Facility Rentals	226,201	239,413	249	15,946	942	8,295	9,422	35,777	2,776	16,938	4,665	2,922	70,740	70,740	-	239,413	(13,213)	-6%
5621 Equipment Lease	216,328	230,565	17,541	10,865	14,398	50	2,252	9,817	4,373	62,621	58,798	9,308	20,272	20,272	-	230,565	(14,237)	-7%
5631 Vendor Repairs	654,216	941,981	17,081	29,973	48,330	33,022	104,288	125,563	106,748	70,972	26,603	96,509	92,567	95,163	95,163	941,981	(287,765)	-44%
5812 Field Trips & Pupil Transportation	1,516,590	1,458,739	-	5,725	8,153	25,955	38,012	24,904	71,150	182,170	34,369	67,937	500,181	500,181	-	1,458,739	57,851	4%
5821 Legal	99,865	99,865	-	-	1,372	77,865	420	-	-	143	375	-	6,783	6,783	6,783	100,523	(658)	-1%
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5831 Advertisement & Recruitment	47,377	47,377	2,117	618	1,898	1,948	4,449	441	3,615	893	271	662	15,233	15,233	-	47,377	-	
5841 Contracted Substitute Teachers	478,139	1,002,506	-	15,909	90,508	106,485	266,328	88,101	82,618	76,336	58,397	118,545	33,093	33,093	33,093	1,002,506	(524,367)	-110%
5842 Special Education Services	4,039,078	3,285,782	334	28,990	98,431	146,018	405,071	267,023	274,514	317,265	180,966	390,505	392,221	392,221	392,221	3,285,782	753,296	19%
5843 Non Public School	377,502	319,586	-	-	-	-	37,032	37,032	37,032	37,032	46,156	46,156	39,573	39,573	-	319,586	57,916	15%
5844 After School Services	813,932	813,932	-	-	77,323	154,647	77,323	77,323	-	231,970	77,323	-	59,010	59,010	-	813,932	-	
5849 Other Student Instructional Services	3,394,972	3,671,689	73,666	-	471,429	438,612	86,979	393,850	481,604	328,144	381,905	124,024	445,738	445,738	-	3,671,689	(276,717)	-8%
5852 PD Consultants & Tuition	453,687	692,723	2,658	11,930	138,978	108,982	6,572	16,750	110,740	(170)	3,000	155,861	68,711	68,711	-	692,723	(239,036)	-53%
5854 Nursing & Medical (Non-IEP)	20,700	28,110	-	-	-	-	745	12,703	4,707	2,638	-	-	3,659	3,659	-	28,110	(7,410)	-36%
5859 All Other Consultants & Services	1,220,124	1,328,060	19,267	46,223	50,642	205,756	109,878	(51,961)	388,676	(37,016)	79,019	18,418	249,580	249,580	-	1,328,060	(107,936)	-9%
5861 Non Instructional Software	676,993	697,394	346,688	22,215	21,266	37,787	19,011	14,232	15,877	35,294	14,591	41,299	64,567	64,567	-	697,394	(20,402)	-3%
5865 Fundraising Cost	8,914	-	-	-	-	8,913	7,413	-	250	62	10	5	-	-	-	16,653	(7,739)	-87%
5871 District Oversight Fees	419,829	418,109	22,416	44,831	29,889	29,888	29,888	29,888	52,305	62,865	29,406	28,422	28,422	-	418,109	1,720	0%	
5872 Special Education Fees (SELPA)	668,829	666,902	38,834	77,668	51,774	51,776	51,776	51,782	51,776	90,610	53,008	45,990	48,586	48,586	4,736	666,902	1,927	0%
5881 Intra-Agency Fees	6,160,921	6,133,520	-	-	-	1,558,728	-	-	986,183	-	-	-	1,342,248	2,246,361	-	6,133,520	27,401	0%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	9,798	-	-	925	2,542	6,330	(2,546)	105	329	(1,653)	419	(64)	-	-	-	6,387	3,410	35%
5899 All Other Expenses	84,478	107,494	-	500	(27,735)	22,623	6,946	6,946	3,745	47,521	504	12,306	17,914	17,914	-	107,494	(23,016)	-27%
5911 Office Phone	81,252	89,451	258	5,083	7,148	7,131	7,212	10,733	12,801	7,444	1,814	12,997	8,415	8,415	-	89,451	(8,199)	-10%
5913 Mobile Phone	8,472	7,338	-	-	-	-	-	-	3,946	939	(1,082)	320	1,607	1,607	-	7,338	1,134	13%
5921 Internet	83,193	81,023	-	-	-	-	6,239	20,116	-	-	12,728	26,876	7,532	7,532	-	81,023	2,170	3%
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	15,374	15,374	1,632	2,720	418	2,688	(1,276)	529	732	1,032	100	861	2,969	2,969	-	15,374	-	
5999 Other Communications	15,641	3,461	283	291	12,448	298	298	34,753	16,104	11,783	308	10,426	290	290	-	87,571	(71,930)	-460%
Total 5000 - Operating Services	25,767,881	26,631,049	794,359	513,170	1,386,980	3,293,523	1,606,979	1,391,973	3,047,348	1,590,441	1,494,249	1,565,736	4,234,266	5,140,975	671,881	26,731,881	(964,001)	-4%
6000 - Capital Outlay																		
6901 Depreciation Expense	1,466,959	1,430,203	114,596	113,925	114,840	114,098	132,034	117,254	117,600	127,943	120,272	118,854	118,829	122,511	-	1,432,757	34,202	2%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 - Capital Outlay	1,466,959	1,430,203	114,596	113,925	114,840	114,098	132,034	117,254	117,600	127,943	120,272	118,854	118,829	122,511	-	1,432,757	34,202	2%
7000 - Other Outgo																		
7438 Interest Expense	194,796	194,796	-	-	98,404	-	-	-	-	-	96,392	-	-	-	-	194,796	-	
Total 7000 - Other Outgo	194,796	194,796	-	-	98,404	-	-	-	-	-	96,392	-	-	-	-	194,796	-	-
TOTAL EXPENSE	66,419,245	68,347,264	2,689,744	3,167,576	4,325,415	6,673,579	4,857,388	4,463,475	6,373,780	4,628,169	4,780,870	4,597,966	8,333,424	9,590,260	921,347	65,402,991	1,016,254	2%
NET INCOME	416,624	(1,789,599)	12,267,733	(174,864)	1,033,779	(2,190,478)	(375,931)	1,646,578	(1,108,647)	416,829	2,141,536	1,162,132	(4,601,310)	(8,036,909)	(826,768)	1,353,679	937,055	225%
Operating Income																2,786,436		
EBITDA																2,981,232		
Beginning Cash Balance	29,037,719	29,037,720	29,037,720	27,168,442	27,439,638	28,441,870	26,169,346	27,877,647	29,673,010	30,684,588	30,091,981	31,026,272	32,505,240	28,589,831	21,308,096	29,037,720	1	
Cash Flow from Operating Activities																		
Net Income	416,624	(1,789,599)	12,267,733	(174,864)	1,033,779	(2,190,478)	(375,931)	1,646,578	(1,108,647)	416,829	2,141,536	1,162,132	(4,601,310)	(8,036,909)	(826,768)	1,353,679	937,055	
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prior Year Accounts Receivable	5,629,420	-	822,564	796,544	-	856,742	2,244,803	12,432	240,425	83,806	-	43,742	528,361	-	-	5,629,420	-	
Current Year Accounts Receivable	(7,520,600)	(9,675,543)	-	-	-	-	-	-	-	-	-	-	-	-	(9,675,543)	(9,675,543)	(2,154,943)	
Change in Due from	146,301	-	(31,621)	(213,437)	(63,948)	74,074	(81,049)	(61,786)	258,126	(83,699)	(73,570)	(60,609)	484,910	-	-	147,391	1,090	
Change in Accounts Payable	69,737	86,674	(1,385,893)	(525,876)	(90,326)	221,136	75,751	71,386	1,637,810	(1,122,646)	(783,398)	71,275	(303,941)	1,304,785	916,611	86,674	16,937	
Change in Due to	3,701,334	124,627	(265,392)	(107,577)	(57,106)	(1,323,683)	(57,356)	(19,792)	(57,607)	(33,130)	(161,116)	(49,657)	(88,216)	(8,563)	2,353,821	124,627	(3,576,707)	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	(284,132)	(243,319)	(999,017)	393,470	296,759	24,657	8,964	(21,512)	(1,678)	37,138	32,486	(14,586)	-	-	-	(243,319)	40,812	
Change in Prepaid Expenditures	(61,035)	(69,547)	125,754	-	(1,294)	(5,754)	(10,455)	(8,423)	(13,576)	(36,824)	(14,452)	(10,997)	-	(93,526)	-	(69,547)	(8,512)	
Change in Deposits	-	-	-	-	-	-	(500)	-	-	500	-	-	-	-	-	-	-	

CAMINO NUEVO CHARTER ACADEMY

2023-24 Cash Flow Forecast

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	2023-24		ACTUAL										Actuals as of 4/30/2024			FORECAST	Budget Variance	
	Budget	Trend	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	Better / (Worse)	% Better / (Worse)
	Change in Deferred Revenue	(7,055,408)	(4,933,904)	(12,539,284)	-	-	-	-	130,500	-	-	-	243,000	-	-	7,231,880	(4,933,904)	2,121,504
Change in Other Long Term Assets	145,078	366,453	36,083	36,207	36,332	36,456	36,581	36,707	36,832	36,958	37,085	37,211	-	-	-	366,453	-	
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,466,959	1,432,757	114,596	113,925	114,840	114,098	132,034	117,254	117,600	127,943	120,272	118,854	118,829	122,511	-	1,432,757	(34,202)	
Cash Flow from Investing Activities																		
Capital Expenditures	(1,431,172)	(1,543,714)	(14,800)	(47,196)	(65,512)	(79,773)	(264,543)	(107,981)	(97,707)	(19,484)	(161,246)	(61,398)	(54,040)	(570,033)	-	(1,543,714)	(112,542)	
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	(404,597)	(404,597)	-	-	(201,292)	-	-	-	-	-	(203,305)	-	-	-	-	(404,597)	-	-
Ending Cash Balance	23,856,228	12,388,007	27,168,442	27,439,638	28,441,870	26,169,346	27,877,647	29,673,010	30,684,588	30,091,981	31,026,272	32,505,240	28,589,831	21,308,096	21,308,096	21,308,096	(2,548,132)	

Coversheet

EPA Spending Plan Approval

Section: XII. Financials
Item: C. EPA Spending Plan Approval
Purpose: Vote
Submitted by:
Related Material: CNCA FY24-25 EPA Spending Plan.pdf



Camino Nuevo Charter Academy FY 2024-25 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 49% 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 \$1,956,420.

For Camino Nuevo Charter Academy #2, this equates to \$2,283,119.

For Camino Nuevo Charter Academy #3, this equates to \$2,283,506.

For Camino Nuevo Charter Academy #4, this equates to \$1,637,800.

For schools open before FY13/14, EPA funds are estimated to roughly equal 49% 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 \$94,940.

Funds will be used to support teacher salaries and benefits.