Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on June 13, 2025 at 11:03 AM PDT

Date and Time

Tuesday June 17, 2025 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

Two board members will log in virtually from the following locations:
115 W Allen Ave, San Dimas, CA 91773.
1113 Ridgecrest St, Monterey Park, CA 91754

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 4-8-2025 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 Board will vote to approve the Student and Family Handbook for the 2025-2026 school year. Changes to this document are highlighted in the summary page.			
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.	FY25-26 Consolidated Application for Funding	Vote	Sonia Oliva	1 m
	The Board will vote to approve the 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.			

		Purpose	Presenter	Time
D.	Bewilder Addendum to 24-25 Agreement	Vote	Lindsey Rojas	1 m

The Board will vote to approve an addendum to our previous agreement to add required language for compliance about reporting student incidents in a timely manner.

E.	Tinker the Robot Addendum to 24-25 Agreement	Vote	Lindsey Rojas	1 m

The Board will vote to approve an addendum to our previous agreement to add required language for compliance about reporting student incidents in a timely manner.

F.	Lunch Bunch Addendum to 24-25 Agreement	Vote	Lindsey Rojas	1 m

The Board will vote to approve an addendum to our previous agreement to add required language for compliance about reporting student incidents in a timely manner.

G.	Woodcraft Rangers 25-26 Agreement for Summer and Fall	Vote	Lindsey Rojas	1 m

The Board will vote to approve the contract to continue our services with Woodcraft Rangers during the Summer of 2025 and the 25-26 school year.

H.	Woodcraft Rangers Addendum to 24-25 Agreement	Vote	Lindsey Rojas	1 m

The Board will vote to approve an addendum to our previous agreement to add required language for compliance about reporting student incidents in a timely manner.

I.	Schools Services Agreement for Technicians Between CNCA and PNEDG	Vote	Natasha Barriga	1 m

The Board will vote to approve the School Support Services agreement for School Site Technicians.

J.	Schools Services Agreement for Custodians Between CNCA and PNEDG	Vote	Natasha Barriga	1 m

The Board will vote to approve the School Support Services agreement for Night Custodians.

K.	CNCA HS #2 Security Upgrades	Vote	Natasha Barriga	1 m

The Board will vote to approve to move $150,000.00 from the DAL budget from restroom construction to security upgrades.

		Purpose	Presenter	Time
L.	CNCA HVAC Bids	Vote	Natasha Barriga	1 m

The Board will review the bids for HVAC Services Agreement for CNCA Schools and vote to approve a vendor for the job. The vendor we recommend is EMCOR due to quality of service, fulfillment of bid requests, and competitive pricing.

M.	661 Burlington HVAC Unit Replacement	Vote	Natasha Barriga	1 m

The Board will review the bids to replace the HVAC units at BUR Centro and vote to approve a vendor for the job. The vendor we recommend is EMCOR due to quality of service, fulfillment of bid requests, and competitive pricing.

N.	Cisneros Verkada Security Cameras	Vote	Natasha Barriga	1 m

The Board will vote to approve the installation of 26 Verkada Security Cameras, 4 Vape Detectors and Installation at Cisneros.

O.	Temporary Janitorial Services	Vote	Natasha Barriga	1 m

The Board will review the bids for Temporary Janitorial Services Agreement for CNCA Schools and vote to approve a vendor for the job. The vendor we recommend is A&M due to quality of service, fulfillment of bid requests, and competitive pricing.

P.	Meal Provider Contract Renewal with Revolution Foods, PBC	Vote	Rodolfo Andalon	1 m

The Board will vote to approve the Meal Provider RFP renewal contract.

Q.	Prop 28 Arts & Music Annual Report	Vote	Nancy Cabrel	1 m

The Board will vote to approve the Prop 28 Arts & Music Annual Report.

R.	CNCA Fiscal Policies Updates	Vote	Nancy Cabrel	1 m

The Board will approve Updates & Revisions to Fiscal Policies Manual. Changes to this document are highlighted in the summary page.

S.	Commercial Insurance Policy Contract With CharterSafe	Vote	Nancy Cabrel	1 m

The Board will vote to approve the CharterSafe Contract Agreement.

T.	International Transcript Policy	Vote	Elizabeth Nicho	1 m

The Board will vote to approve the International Transcript Policy. This policy was created to provide clear guidance for evaluating and awarding credit for coursework completed outside the United States of America. Changes to this document are highlighted in the summary page.

		Purpose	Presenter	Time
U.	K-2 Dyslexia Screener	Vote	Kylie Rector	1 m

The Board will vote to approve CNCA's selected K-2 dyslexia screener.

V.	English Learners Master Plan	Vote	Kylie Rector	1 m

The Board will vote to approve the master plan for English Learners. This plan has been updated to reflect our most current practices for meeting the needs of English Learners; including updated RFEP criteria and Newcomer Program

W.	Non-Public Agency (NPA) Contract Review for Special Education Services	Vote	Rachel Hazlehurst	1 m

The Board will vote to approve the proposed contracts that provide special education services and assessments to students with IEPs contingent upon each vendor's written agreement to the updated insurance requirements. Included is the summary explanation page.

X.	10th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group	Vote	Adriana Abich	1 m

The Board will vote to approve the 10th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group.

Y.	Employee Handbook Updates	Vote	Margaret Domingo	1 m

The Board will approve revisions and annual updates to the CNCA Employee Handbook. Changes to this document are highlighted in the summary page.

V. School and Academic Updates — 5:03 PM

A.	Education Committee Update	FYI	Rachel Hazlehurst and Tamara Powers	5 m

The CAO and Education Committee will provide the board with an academic program update.

B.	Attendance & Enrollment Updates	Discuss	Jeannette Sandoval and Jessica Cuellar	10 m

The SFS Team will update the Board on Quarter 4 attendance and enrollment across the organization.

C.	Graduating Seniors Update	FYI	Elizabeth Nicho	10 m

		Purpose	Presenter	Time

The College and Career Team will update the Board on our graduating seniors, including this year's 4-year acceptance rate and postsecondary plans, as well as stories about our seniors.

D.	Dual Enrollment Update	FYI	Elizabeth Nicho	10 m

The Board will be updated on the dual enrollment program which is expanding from offering a few standalone courses to establishing a structured pathway that allows students to earn both high school and college credits.

VI. Community Schools Grant: Implementation Plan Update — 5:38 PM

A.	Community Schools Grant: Implementation Plan Update	FYI	Amber Skrumbis/Kimberly Plaza/Lesem Puerto	5 m

We are required to present on the Community Schools Grant program annually to our Board. This brief update will include highlights from the progress of our Community Schools Grant and our implementation plans.

VII. Presentation of SY 24-25 Local Indicators — 5:43 PM

A.	Presentation of SY 24-25 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.

VIII. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2 — 5:48 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

		Purpose	Presenter	Time

CNCA Board of Directors will review and vote whether to approve the LCAPs for: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS2.

IX. CNCA Board Resolution for Renewal Petition — 5:53 PM

A.	CNCA Board Resolution for Renewal Petition	Vote	Natasha Barriga	5 m

Resolution of school's Governing Board (signed by Board secretary with original or digital signature) authorizing the submission of the charter school renewal petition application and designating the school's:
a. Lead Petitioner(s)
b. Executive Director or equivalent (if any)
c. Principal or equivalent
d. Financial Manager or equivalent (who manages day-to-day finances at the school site or the organizational level, and cannot be the Executive Director, Principal, or equivalent)

X. Financials — 5:58 PM

A.	Finance Committee Update	FYI	David Gidlow	5 m

The Board will be provided with a Finance Committee update.

B.	Approval of FY25/26 Budget	Vote	Nancy Cabrel/Sonia Oliva	5 m

The Board will vote to approve the FY25/26 School Budgets: CNCA#1, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.

C.	April 2025 Financials	Discuss	Nancy Cabrel/Sonia Oliva	5 m

The Director of Finance will present the CNCA April 2025 Financials.

D.	EPA Spending Plan Approval	Vote	Nancy Cabrel/Sonia Oliva	5 m

The Board will vote on the Annual Approval of Education Protection Account (EPA) Spending Plan.

XI. CEO Update — 6:18 PM

A.	CEO Update	FYI	Adriana Abich	10 m

		Purpose	Presenter	Time
	The CEO will share updates, including a Fireside Chat about the two organizational priorities.			
XII.	**Board Member Elections**			**6:28 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
XIII.	**Closed Session**			**6:38 PM**
A.	Anticipated Litigation § 54956.9	Discuss	Jessica Cuellar	10 m
B.	Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	Discuss	Adriana Abich	15 m
XIV.	**Closing Items**			**7:03 PM**
A.	Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 4-8-2025 CNCA Regular Board Meeting Minutes

Section:	II. Approve Minutes
Item:	A. Approve 4-8-2025 CNCA Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for CNCA Regular Board Meeting on April 8, 2025

APPROVED

Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time
Tuesday April 8, 2025 at 4:30 PM

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

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CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006
CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

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

Directors Present
D. Gidlow, F. Jimenez, G. Flores, J. Hernandez, T. Powers

Directors Absent
C. Garcia Alvarado, J. Ortega, L. Jennings, R. Arenas

Directors who arrived after the meeting opened
T. Powers

Guests Present
A. Abich, N. Cabrel, S. Herrera

I. Opening Items

A. Record Attendance

T. Powers arrived at 4:48 PM.

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 8, 2025 at 4:39 PM.

II. Approve Minutes

A. Approve 02-11-2025 CNCA Regular Board Meeting Minutes

T. Powers made a motion to approve the minutes from CNCA Regular Board Meeting on 02-11-25.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Public Comment

A. 2-Minute Limit per Speaker

Laura Farrell of the Dalzell-Lance campus provided public comment.

IV. Consent Items

A. Woodcraft Rangers Spring Break Contract Amendment

T. Powers made a motion to approve Consent item "A", Woodcraft Rangers, Spring Break Contract Amendment.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Woodcraft Rangers 25-26 Agreement for Summer and Fall

Approval of Consent item "B", Woodcraft Rangers 2025-26 Agreement for Summer and Fall was moved to the June Board Meeting.

C. 2025-2026 CNCA Calendar

T. Powers made a motion to approve the SY2025-2026 CNCA academic calendar.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D.

CNCA Board Meeting Schedule for 2025-26

T. Powers made a motion to approve the CNCA Board Meeting Schedule for SY2025-26.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Charter Petition Renewal Update

A. Charter Petition Renewal Update

Natasha Barriga, Vice President of Strategy and Operations, provided the board with an update on the Charter Petition Renewal.

VI. BUR Conexion Update

A. BUR Conexion Update

Natasha Barriga. Vice President of Strategy and Operations, provided the board with an update on the completion of the BUR Conexion project.

VII. Security Vendor Selection

A. Security Vendor Selection

J. Hernandez made a motion to approve the bid and select a new security guard vendor.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. CNTA CBA Reopeners for the 2025-2026 School Year

A. CNTA CBA Reopeners for the 2025-2026 School Year

Laura Farrel provided the board with CNTA's CBA re-openers for 2025-2026 school year contract negotiations.

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

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

G. Flores made a motion to approve Declaration of need for Fully Qualified Educators - CNCA, CNCA #2, CNCA#3, CNCA#4, CNHS#2.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

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

X. School and Academic Updates

A. Attendance and Enrollment Updates

The Student and Family Services team provided updates on attendance and enrollment.

XI. Committee Updates

A. Finance Committee Update

David Gidlow provided updates from the Finance Committee.

B. Education Committee Update

Tamara Powers provide updates from the Education Committee.

XII. Financials

A.

Approval for First Bank Line of Credit

J. Hernandez made a motion to approve the proposed Line of Credit by First Bank.
T. Powers seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. February 2025 Financials

Nancy Cabrel, Director of Finance and Business Services, provided a review of the February financials.

C. Second Interim Reports submitted to LAUSD

G. Flores made a motion to approve the second interim (January financials) submitted to LAUSD.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. 990 Tax Return

D. Gidlow made a motion to accept the FY2023-24 tax returns.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

G. Flores	Aye
T. Powers	Aye

Roll Call	
J. Ortega	Absent
L. Jennings	Absent
F. Jimenez	Aye
C. Garcia Alvarado	Absent
D. Gidlow	Aye
R. Arenas	Absent
J. Hernandez	Aye

XIII. CEO Update

A. CEO Update

Adriana Abich, CEO of CNCA, provide the board with mid-year updates.

XIV. Employee Retention Credit Update

A. Employee Retention Credit Update and Legal Fees Approval

J. Hernandez made a motion to approve legal fees related to filing and obtaining Employee Retention Credits.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

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

XV. Closed Session

A. Public Employee Performance Evaluation CEO G.C. 54957(b)(1)

Board entered closed session at 6:33pm and ended closed session at 6:58pm.

No action was taken during closed session.

XVI. 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 7:00 PM.

Respectfully Submitted,
G. Flores

Coversheet

Student and Family Handbook Updates

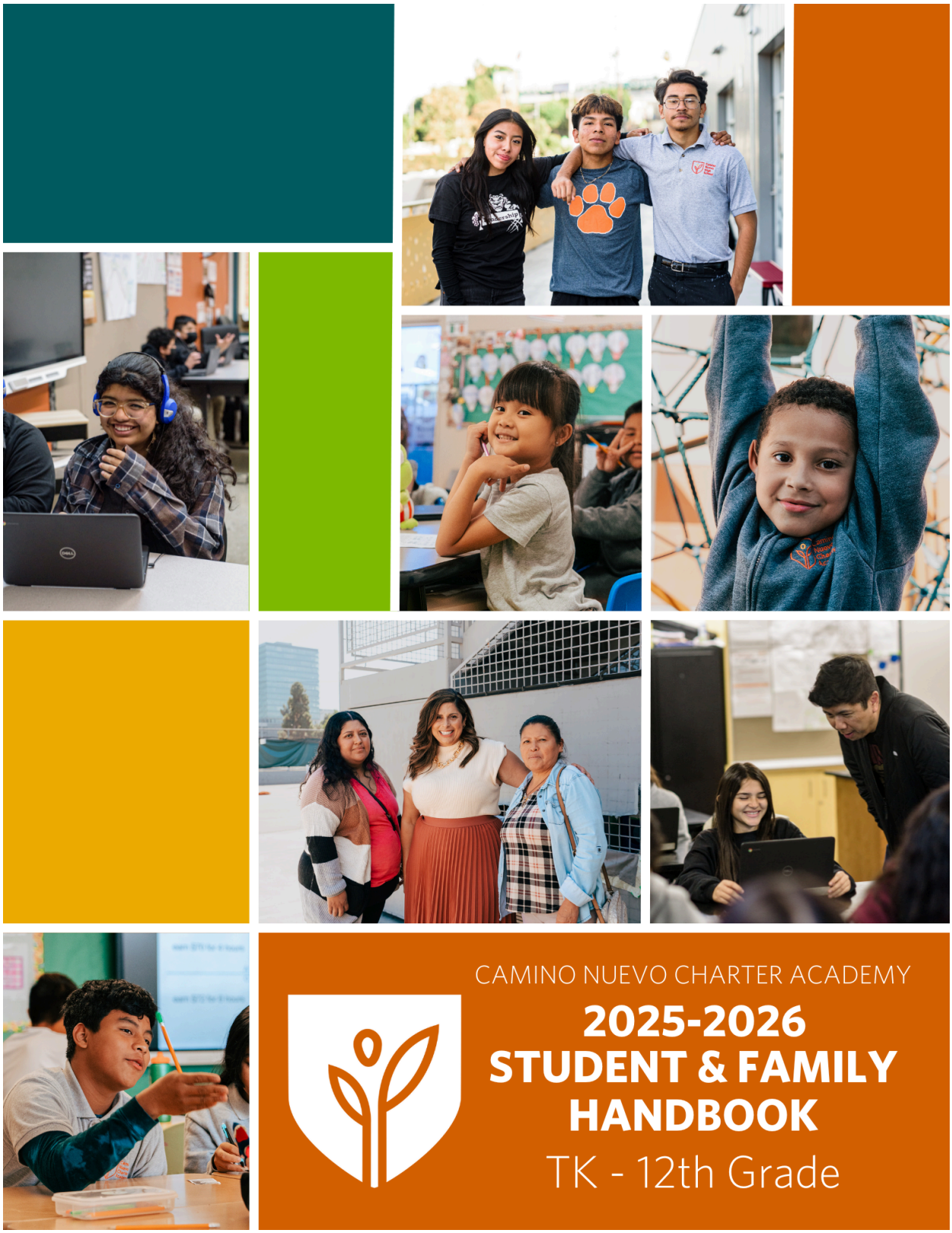
Section:	IV. Consent Items
Item:	A. Student and Family Handbook Updates
Purpose:	Vote
Submitted by:	
Related Material:	Changes to the Student and Family Handbook for the 2025_2026.pdf 2025-2026 CNCA Student and Family Handbook_English (FINAL(1).pdf

Camino Nuevo Charter Academy

Changes to the Student and Family Handbook for the 2025 – 2026 School Year

- Added procedure of school dismissal after an emergency
- Added language about Automated External Defibrillators
- Added language on emergency drill accommodations for students with IEPs
- Updated language on Chronic Absenteeism
- Updated misconduct investigation process section
- Added language on High School military information opt-out
- Updated language on the cell phone policy/use of smartphones
- Updated language on school uniform
- Updated language on standards-based promotion
- Updated language on the parent volunteer chaperone training
- Added language on reporting expectations for incidents/injuries during a field trip
- Added language on outlining volunteer/parents' responsibilities during emergencies in field trips
- Updated language on Human Trafficking Prevention
- Updated language on Accommodations for Pregnant and Parenting Pupils
- Updated language on Meal Program and Applications
- Updated language on Special Education and Section 504
- Updated language on Gender Identity & Bathroom Access
- Updated language on Dispute Resolution/General Complaints Procedures
- Updated language on excused and unexcused absences
- Updated language on Parent/Guardian Notes
- Updated language on Process for Addressing Truancies
- Updated language on Involuntary Removal Process
- Updated language on Student Use of Technology Policy
- Updated language on Free Dress Attire Rules
- Updated language on Offenses Subject to Broad Principal Discretion to Suspend or Recommend Expulsion
- Updated language on Property Damage
- Updated language on Professional Boundaries: Staff/Student Interaction Policy
- Updated language on Student Health, Wellness and Safety
- Updated language on Employee Code of Conduct with Students

- Updated language on Medications at School
- Updated language on Suicide & Self-Harm Prevention
- Updated language on Addressing Concerns/UCP
- Added Campus Search and Seizure under Annual Notifications
- Updated language on Annual Notifications
- Updated language on the Acceptable Use Agreement.


CAMINO NUEVO CHARTER ACADEMY
2025-2026
STUDENT & FAMILY
HANDBOOK
TK - 12th Grade

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GENERAL INFORMATION

Letter From The CEO

Welcome to the 2025-2026 School Year!

Hi Camino Nuevo Familia,

My name is Adriana Abich, and I am deeply honored to serve as the Chief Executive Officer (CEO) of Camino Nuevo Charter Academy. More than a title, this role is a privilege—one that allows me to work alongside an incredible team of educators who are wholeheartedly committed to seeing your children thrive.

Thank you for trusting us with your student's educational journey. As a parent myself, I understand the weight of the decision you have made. Choosing a school isn't just about academics—it's about choosing a community that will nurture, challenge, and uplift your child. For 25 years, Camino Nuevo has been more than a school; it has been a home for learning, growth, and opportunity. Your voices, hopes, and dreams for your children are at the heart of everything we do, and your partnership in this work has pushed us to grow as a charter school network.

In just the last few years, we've achieved extraordinary things together. Our students have made significant growth in SBAC testing, outperforming the state's performance for English Learners, and increased our Average Daily Attendance (ADA) post-COVID, because families and staff members alike are committed to this journey. Our success isn't just measured by numbers—it's built on the relationships we cultivate, inspiring us to grow and improve together.

I wholeheartedly believe that our partnership is key to unlocking your student's fullest potential. When we unite as a school, family, and community, we become a powerful force that empowers our students to embrace challenges, grow, and achieve their dreams. By working together, we're not just supporting our students in the classroom, we're igniting their passion to learn and hold themselves up.

This handbook is made in collaboration with our families. As you read through this, you will find essential policies, procedures, and practices that support the education of every student at Camino Nuevo. I encourage you and your student to review this handbook together so we can continue to create the best conditions for learning - both in school and at home. We ask that you support their learning at home by ensuring they:

Come to school, daily, and arrive on time ready to learn. Every day counts, and being present sets the foundation for academic growth.

Help them complete all homework assignments. By reinforcing what they've learned in class, we help them take ownership of their education.

Have the opportunity to read daily. Developing a love for reading improves literacy skills and fosters curiosity of the world around them.

Share their school experiences with you. This allows you to track their progress and stay informed of their academic journey.

Are encouraged to seek help when needed. Your student is always welcome to reach out for any support they need.

I look forward to seeing you at school events, community gatherings, and in the hallways of our campuses. Camino Nuevo is more than just a school; it's a family. And families stand together.

Thank you for your continued trust, partnership, and support. I can't wait to see what we will accomplish together.

With gratitude,

Adriana Abich, Chief Executive Officer of Camino Nuevo Charter Academy

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.

Belonging: We cultivate a culture in which all Camino students, staff, parents, and stakeholders feel welcomed, heard, included, respected, and appreciated.

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.

Family Engagement: 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 Day Schedule and Calendar: *Please note that each campus may modify their school hours..

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

8

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

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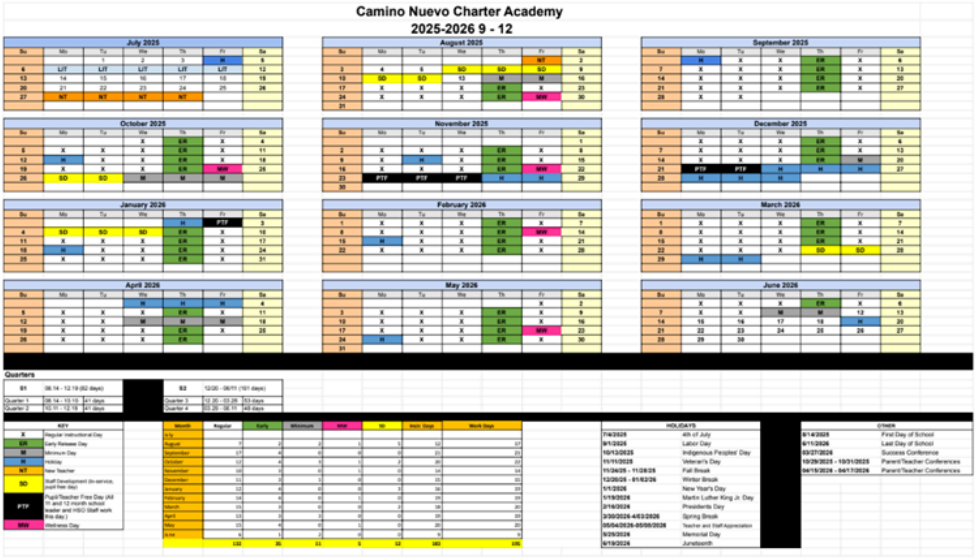
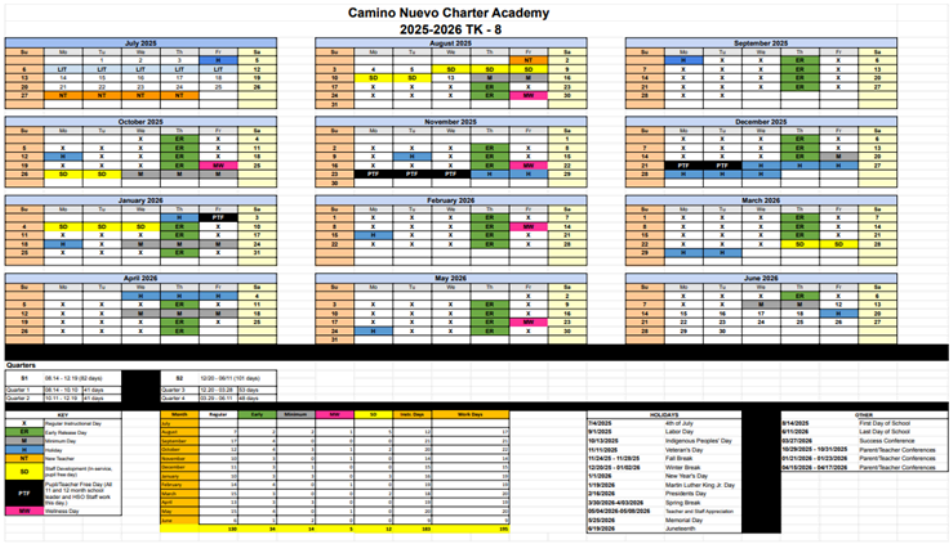
Early Release Day	8:30am		1:55pm

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 Information

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)

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.

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 does not collect, request, or share information about citizenship or 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 on the school website.

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
- Custodial Arrangements

Families/guardians are asked to 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.

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.

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. CNCA prohibits discrimination on the basis of any protected characteristic defined in state law, including sex, sexual identity, sexual orientation, and transgender status.

Dispute Resolution/General Complaint Procedures

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 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.

With limited exceptions, 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 General Complaint Form which is available in the main office and in the "Forms" section of this handbook.

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.

A copy of the General Complaint Form is located within the "Forms" section of this handbook.

Other Complaint Procedures (UCP, Title IX, Bullying)

For complaints regarding unlawful discrimination, harassment, intimidation or bullying ***on the basis of a protected characteristic*** (e.g. race or disability status), unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Uniform Complaint Policy and Procedures and Form (see the "Forms" section of this handbook")

For complaints alleging ***sexual harassment or sexual assault***, please reference the Title IX Policy Prohibiting Discrimination on the Basis of Sex, available on the school website and below, within this Handbook. (See also the "Forms" section of this handbook")

For complaint alleging ***bullying or harassment generally*** (not based on a protected characteristic and not sexual harassment), please refer to the Harassment, Intimidation, Discrimaintion, and Bullying Policy, available within this handbook. (See also the "Forms" section of this handbook")

For ***all other complaints***, to address concerns about the Charter School generally and/or regarding specific Charter School employees, please utilize the General Complaint Form. (See the "Forms" section of this handbook")

CONDUCT EXPECTATIONS AND DISCIPLINE

Attendance Policy and 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. Any student who has been absent from school will be marked absent as they have missed those instructional minutes.

Definitions

- "*Tardy*": CNCA starts at 8:00am. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

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

A student's absence :

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. 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 (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

5. For any of the following reasons, if an immediate family member of the pupil, or 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, has died:

    a) To access services from a victim services organization or agency.

    b) To access grief support services.

    c) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or 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, including, but not limited to, temporary or permanent relocation.

    Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. For the purpose of jury duty in the manner provided for by law.
7. 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.
8. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observance of a holiday or ceremony of the pupil's religion.
    c. Attendance at religious retreats (not to exceed one schoolday per semester).
    d. Attendance at an employment conference.
    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.
    f. "Take Our Daughters and Sons to Work Day"

9. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
10. 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. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of CNCA.
11. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
12. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances

13. Participation in religious instruction or exercises as follows:

    a. The student shall be excused for this purpose on no more than four (4) school days per month.

14. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

15. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

16. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

17. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

18. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

Any absence that does not fall into one of the above allowable absence categories is to be considered an absence. Any student who has been absent from school will be marked absent as they have missed those instructional minutes.

Other absences include: vacations, personal services, local non-school events, programs or sporting activities.

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.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative. Please include the following:
    a. Full name of the student
    b. Date(s) or time of absence
    c. Specific reason for absence
    d. Telephone numbers where both parents/guardians may be reached (home and work)
    e. Signature of parent or guardian

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.

3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

4. Healthcare provider verification:
    a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

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 will 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.

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.

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 absent for that period. Consequences for being tardy/absent may include loss of Dean's List points, recess or after school reflection, and/or referral to the School Attendance Review Team (SART).

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by school designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by a school designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a

copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting"** and the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART), as described below.

2. If the conditions of the SART plan are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.

3. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART plan (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

4. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

5. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

School Attendance Review Team Process

The School Attendance Review Team ("SART") panel will be composed of administrators, teachers, counselors, and/or student services staff; these meetings may also be called attendance SSTs. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate

mental health support and other supportive services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign the plan formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The plan will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the plan:

    a. Parent/guardian to attend school with the child for one day
    b. Student retention
    c. After school detention program
    d. Required school counseling
    e. Loss of field trip privileges
    f. Loss of school store privileges
    g. Loss of school event privileges
    h. Mandatory Saturday school
    i. Required remediation plan as set by the SART
    j. Notification to the County District Attorney

3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6^{th}) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1^{st}) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3^{rd}) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed,

transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Student Use of Technology Policy

CNCA finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. CNCA intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

- *"Educational purpose"* means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- *"Inappropriate use"* means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Approved Use of Charter School Technology

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the school shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using CNCA computers, laptops, or tablets to access the internet or online services on a CNCA campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of CNCA equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The school designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The school designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to,

maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[1] Students are expected to follow safe practices when using Charter School technology.

CNCA advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

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[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, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's 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 the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.
- An act of cyber sexual bullying. The term "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 of bullying. A photograph or other visual recording, as described above, 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 the photograph, visual recording, or other electronic act. The term "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.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the IT Department or designee shall block access to such sites on Charter School computers with Internet access.

TheIT Department shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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 behavior 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.

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

AB 3216 amends Education Code Section 48901.7 to require school districts (including charter schools) to restrict cell phone use. 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.

Rationale for Collecting Cell Phones:

- Minimization of Distractions: Cell phones can often be a source of distraction during classes, potentially impacting students' concentration and academic performance.
- Promotion of Social Interaction: By limiting cell phone use during school hours, we encourage students to engage more actively in face-to-face social interactions, promoting healthier peer relationships.
- Ensuring Student Safety: Monitoring and restricting cell phone use helps in maintaining a safe and secure environment within the school premises.

Liability and Responsibility:

No Assumption of Liability: While we take every precaution to ensure the safety and security of students' belongings, including cell phones, during their time at school, school sites, CNCA's Home Support Office, Pueblo Nuevo Education and Development Group and its boards of directors assume no liability or responsibility for any damage, loss, or theft that may occur to students' cell phones while they are in our custody. This includes but is not limited to damage due to accidents, theft, or any other unforeseen circumstances.

Parental Responsibility: It is the responsibility of parents/guardians to ensure that students' cell phones are adequately protected with a sturdy case and insured against loss, damage, or theft.

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:

1st offense – Verbal warning

2nd offense – Parent/Guardian phone call

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 non-uniform compliant 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.

All Middle Schools:

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

For the Cisneros Campus only:

- 6th - 8th grade students may wear the light gray CNCA polo shirt*.

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

Uniform Quick Reference Guide

High	School	Uniform	Example:

Elementary and Middle School* Uniform Example:

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

Shirt	Khakis	P.E. Pants or Shorts	P.E. Shirt

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)

Free Dress Attire Rules

- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
- Clothing items that are too tight or loose (beyond one size above the student’s clothing size) are prohibited
- Tights/leggings may not be worn as pants

- Shoulders must be covered with sleeves, tank tops are not permitted
- Low cut shirts that reveal cleavage are prohibited
- No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff.
- All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings.

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. Any headwear worn for purposes of religious observance is permitted.

Frequently Asked Questions

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.

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.

Where can I buy the CNCA uniform?
CNCA has two official vendors for uniforms may choose to use, but are not required to. Most uniform items (e.g. plain polo shirt) may be purchased at any commercial retailer (e.g. Target) 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

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.

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.

Are there any exceptions?

- School spirit themed days, holidays, or other specific school days announced by the campus in advance ("free dress" days).
- 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.

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.

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.

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.

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.

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.

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 or school rules. 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.

Student Suspension and Expulsion

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. CNCA has developed a formal and structured process called Off-Campus Corridor Program (OCP) designed to provide an alternative to traditional suspension. It provides one-on-one support from a substitute teacher. This approach introduces the student to a different environment where the student can thrive by offering an enrichment opportunity and time for reflection at a designated CNCA hosting site.

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) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.
c) 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.
d) 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.
e) 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.
f) Committed or attempted to commit robbery or extortion.
g) Caused or attempted to cause damage to school property or private property.
h) Stolen or attempted to steal school property or private property.
i) 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.
j) Committed an obscene act or engaged in habitual profanity or vulgarity.
k) 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.
l) Knowingly received stolen school property or private property.
m) 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.

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) Committed sexual harassment (applicable to grades 4 through 12 only)
r) Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (applicable to grades 4 through 12 only)
s) Intentionally engaged in harassment, threats, or intimidation directed against CNCA personnel or pupils (applicable to grades 4 through 12 only)
t) Made terrorist threats against school officials, school property, or both

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

“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:

- 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 the pupil’s physical or mental health.
- Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
- 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.

“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:

- A message, text, sound, video or image.

- A post on a social network internet website including, but not limited to:
- 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).
- 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.
- 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.
- An act of cyber sexual bullying.

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).

As used in this section, “school property” includes, but is not limited to, electronic files and databases.

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.

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.

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.

For a copy of the full Suspension and Expulsion Policy for your school please visit https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097. From there, please click on the charter petition corresponding to your child’s school, and reference Element 10 – Suspension and Expulsion Procedures. Alternatively, you may ask for a copy at the main office.

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 other 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.

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Camino Nuevo Charter Academy("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those

characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

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. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/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:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video 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.

Electronic act means the creation or transmission originated on or off the schoolsite, 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 the definition of "bullying," above. A photograph or other visual recording, as described above, 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 the photograph, visual recording, or other electronic act.
    - "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.

- Notwithstanding the definitions of “bullying” and “electronic act” above, 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.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
Charter School advises students:

5. To never share passwords, personal data, or private photos online.
6. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
7. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
8. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School’s policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education
Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School's students.

Complaint Procedures

Scope of the Complaint Procedures

Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to

discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to Margaret Domingo (if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the

greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal
Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Camino Nuevo Charter Academy ("Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School's education program or activity.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[3]

This Policy applies to conduct occurring in Charter School's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education,

[3] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Charter School's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Margarita Domingo, Vice President of Human
Resources, 3435 W Temple St. Los Angeles, CA 90026 Phone: (213) 417-3410

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[4] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Notice of the Allegations

[4] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and

- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decision maker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the

answers, and allow for additional, limited follow-up questions from each party. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decision maker for the appeal will not be the same person as the Coordinator, the investigator or the initial decision maker.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Professional Boundaries: Staff/Student Interaction Policy

CNCA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.

(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

INSTRUCTIONAL AND EXTRACIRRICULAR PROGRAMS

Report Cards, Grades, and Credit Recovery

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 cloud-based vendor hosted 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.

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

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 principal and respective course teacher. A student who receives an Incomplete must demonstrate evidence of standards proficiency for that course within 15 days from the first day in the subsequent term/semester. In rare circumstances, the school site principal 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.

Recognition and Awards

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

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.

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 College Seminar (our College and Career Readiness courses)) as well as extracurricular activities such as internships and service learning opportunities. 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.

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 occuring 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.)

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 K-12 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. Students enrolled in TK are not eligible for retention and will be promoted to Kindergarten. 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 in grades K-12 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.

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.

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.)

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 and TK-6 at 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

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 OROral 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.

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/

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

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.

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.

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 2025-2026 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:

- Standardized statewide mathematics assessment score based upon CAASPP achievement levels: standard exceeded, standard met, standard nearly met, and standard not met in grade 8.
- 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.
- 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.
- Final math grade on the end of the year official report card.
- Teacher recommendation based upon classroom assessments, grades, and habits of mind.
- 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 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 2025-2026 school year. This letter will include i-Ready Diagnostic data from the 2024-2025 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:

- Per parent/guardian's formal request, site administration may make available the outcomes from the objective multiple performance measures listed above.

- 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.

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.

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 suspensions during 1st and/or 2nd semester (If suspended, seniors MUST go through the senior appeals process for consideration of reinstatement of senior privileges.)
- No more than 5 Tier 2 Referrals per semester or an excessive amount (10 or more) of Tier 1 Referrals (or a combination of the two).
- No more than 10 tardies** per semester
- No more than 5 other full day absences or 30*** other period absences per semester
- All books must be turned in and fines paid by the first Friday in the month of June.
- ZERO instances of the possession/use of drugs, alcohol, weapons or exhibiting excessively disruptive behavior of any kind
- Attend ALL scheduled graduation rehearsals.

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.

*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.

**Seniors will be able to make-up 4 tardies by attending a 4 hour Saturday school only 2x per semester

***Seniors will be able to make-up 1 full day other absence per month by attending a 4 hour Saturday school

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.

Graduation Requirements

Below are the graduation requirements for the Class of 2021 and beyond.

Camino Nuevo Charter Academy Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters (16.5 year long-classes)	165
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	30

		American government and civics, and a one-semester course in economics	
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			

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.

As a chaperone, parents will be asked to supervise a small group of students, helping them learn and making sure they behave appropriately. Chaperones should remain with their assigned students at all times and ensure that all students follow the expectations set forth by the teacher in charge of the trip. They must also always show appropriate and professional behavior. Chaperones should refrain from talking on cell phones and texting while supervising and taking pictures of students (other than their own) and uploading them online, as this violates the privacy of students and/or families.

In case of an emergency on a field trip, parent chaperones should remain calm and act quickly to ensure the safety of all students. They should immediately notify the lead teacher or staff member and follow the emergency plan outlined prior to the trip. Chaperones should keep students together, account for everyone in their assigned group, and move them to a safe location, if necessary. If medical attention is needed, they should call 911 and administer basic first aid only if they are trained to do so. It is important that chaperones avoid spreading panic, communicate clearly with students, and wait for further instructions from school staff or emergency personnel.

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.

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:

- The program is supervised or financed by CNCA.
- Students participating in the program represent CNCA.
- Students exercise some degree of freedom in either the selection, planning, or control of the program.

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.

STUDENT HEALTH, WELLNESS, AND SAFETY

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.

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.

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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.

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.

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.

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.

Medications at School

Students may not carry or use medication on campus without written consent from a parent/guardian and qualified healthcare provider. 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.

Self-administration of medications may be permissible by special arrangement with the school administrator and if allowed by the qualified healthcare provider.

Administration of Prescribed Medication

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 or asthma inhaler, 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 or asthma inhaler, 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.

All medications are stored in secure, easily accessible locations within the school office or nurse's station. In the event of a medical emergency, trained school personnel—including office staff—are authorized to administer EpiPen. All designated staff members must complete annual training to ensure they are prepared to respond quickly and effectively in the event of a severe allergic reaction. We encourage parents to keep their child's emergency medication and health information up to date with the front office staff at the start of each school year.

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.

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.

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.

As part of our commitment to safety and inclusion, our school district ensures that students with Individualized Education Programs (IEPs) are provided with appropriate accommodations during emergency drills. These accommodations may include individualized evacuation plans for students with mobility or sensory needs, additional adult support to offer guidance and reassurance, and the use of communication tools like visual schedules or social stories to help prepare students and reduce anxiety. In some cases, alternative methods of participation may be used if a full drill could negatively impact a student's well-being. These supports are carefully planned in collaboration with the leadership team at each site and the SPED team to ensure they can participate in drills in a way that is both safe and supportive.

In the event of a school emergency, CNCA follows a structured reunification process to safely and efficiently reunite students with their families. Parents will be notified of the reunification location via ParentSquare and must bring a photo ID for check-in. Only individuals listed on the student's emergency contact form will be allowed to pick up the child. Staff will verify identities, escort students to a secure reunification area, and provide support as needed. Parents are urged to wait for pickup instructions to ensure everyone's safety and efficient reunification.

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.

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.

Suicide & Self-Harm Prevention

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.

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:

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.

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.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, CNCA created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Jeannette Sandoval - Director of Student Experience
2. Alex Barillas - Director of Mental Health

To ensure the SPCT reflects the student body’s perspective, CNCA will designate a volunteer student representatives to provide consultative insights:

CNCA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Alex Barillas, Director of Mental Health
- Jeannette Sandoval: Director of Student Experience
- Jessica Cuellar: VicePresident of Student & Family Supports

Students will have access to national resources which they can contact for additional support, such as:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text “988”
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

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.***

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.

As part of our commitment to safety and inclusion, our school district ensures that students with Individualized Education Programs (IEPs) are provided with appropriate accommodations during emergency drills. These accommodations may include individualized evacuation plans for students with mobility or sensory needs, additional adult support to offer guidance and reassurance, and the use of communication tools like visual schedules or social stories to help prepare students and reduce anxiety. In some cases, alternative methods of participation may be used if a full drill could negatively impact a student’s well-being. These supports are carefully planned in collaboration with the leadership team at each site and the SPED team to ensure they can participate in drills in a way that is both safe and supportive.

Dismissal After Emergency

In the event of a school emergency, CNCA follows a structured reunification process to safely and efficiently reunite students with their families. Parents will be notified of the reunification location via ParentSquare and must bring a photo ID for check-in. Only individuals listed on the student's emergency contact form will be allowed to pick up the child. Staff will verify identities, escort students to a secure reunification area, and provide support as needed. Parents are urged to wait for pickup instructions to ensure everyone's safety and efficient reunification.

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 engage in their child's class; and opportunities to observe classroom activities.

In addition, parents/guardians are encouraged to complete 15 "Family Engagement" hours per family, per site. Attendance at in-person and/or virtual workshops, parent meetings and school activities count toward "Family Engagement" hours. However, donations are not equivalent to "Family Engagement" hours. Another way to meet the"Family Engagement" 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 "Family Engagement" hours 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.

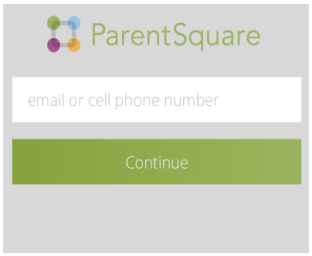
School and Family Communication

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, "Family Engagement" 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.

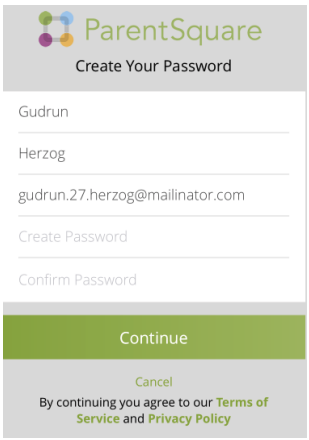
CNCA asks all families to download the Parent Square app. and register by following these steps:

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.

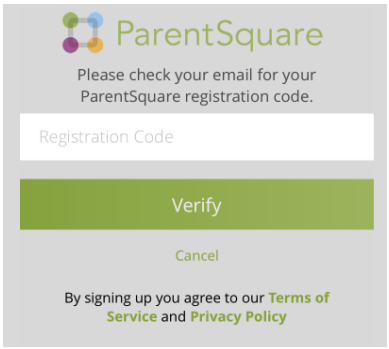


4. Tap “Continue.”

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 engagement and support are provided at CNCA. Parents/guardians are welcomed to volunteer at times that best work for them. Opportunities for their engagement 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.

All volunteers must attend a parent volunteer orientation at their school and have filled out a volunteer application prior to starting any volunteer work. Volunteers who serve as field trip chaperones are required to provide proof of a negative TB test. Volunteers who have 16 hours or more of contact with children per month or 32 hours per year must be fingerprinted.

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 engagement 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 “Family Engagement” hours.

Families should keep track and record their “Family Engagement” hours directly in the Parent Square app. For more information on how to track your hours, please see the “Tracking of ‘Family Engagement’ 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 "Family Engagement" Hours

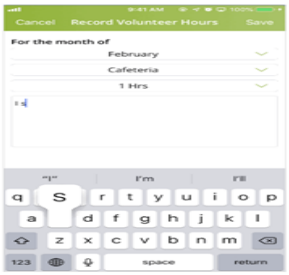
All "Family Engagement" hours need to be entered into the Parent Square App. Parents/guardians are asked to enter their "Family Engagement" hours after every meeting/event that they attend. Parents/guardians are encouraged to complete 15 "Family Engagement" hours per family/per school. Hours can be accrued by attending family workshops, Cafecitos, parent-teacher conferences, school events, school committee meetings, and classroom activities. **Volunteering is encouraged but not mandatory. No student will be denied continued admission or otherwide penalized for a family's inability to volunteer.**

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

From the home page click on "More" in the bottom menu. Then, click "volunteer hours" at the bottom of the page.

Click the "+" sign in the top right corner to add your volunteer hours.

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.

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.

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.

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.

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.

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.

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.

The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Penalties

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.

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

Annual Notifications

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Concussion/Head Injuries

A concussion is a brain injury that can be 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. 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. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

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.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs

associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or

tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[5]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency

[5] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be

referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Kimberly Plaza, Director of Family Engagement & Advocacy

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.

2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child’s status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed

decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if

applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the

educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Kimberly Plaza, Director of Family Engagement and Advocacy
Kimberly.Plaza@caminonuevo.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[6] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student

[6] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

iv. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

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

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the

requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before

the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact our Home Support Office 213-417-3400 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact a Rudy Andalon at 213-417-3400.

Available in the Community:

- INFO Line: 2-1-1

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the

Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:
https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Vice President of Operations
Home Office Support
3435 W. Temple St.
Los Angeles, CA 900226
213-417-3400

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cifstate.org/sports-medicine/CDC-Patient-Opioid-Factsheet-a.pdf

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the 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, the child 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.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Vice President of Operations
Home Office Support

3435 W. Temple St.
Los Angeles, CA 900226
213-417-3400

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student 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. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside

consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' 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 in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. 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 child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter 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 Charter School has received a written request from the student's parent or guardian excusing the student from participation. 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.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the [SELPA/AUTHORIZER]. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the main office.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges, Directory Information, and CCGI Notice

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and

maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Student Privacy Policy Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless

the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address

7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[7]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[8]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Sudden Cardiac Arrest Prevention

[7] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

[8] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Yedid Ruvalcaba [213-417-3400 to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Adult Education;
    - Career Technical and Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development Programs;
    - Consolidated Categorical Aid;
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
    - Every Student Succeeds Act;
    - Migrant Education Programs;
    - Regional Occupational Centers and Programs; and/or
    - State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

   Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Charter School is operating the following preschool programs as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations. The Charter School is operating the following preschool programs pursuant to Title 22 licensing requirements.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Vice President of Operations

Home Office Support
3435 W. Temple St.
Los Angeles, CA 900226
213-417-3400

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

School Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price

meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever

occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:
https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

FORMS

Dalzell Lance High School- Sample Military Opt-Out Form

SECTION 9528 REQUEST

Opt-Out Form for High School Students

Under a provision in Title IX of the No Child Left Behind Act, schools are required to release the names, addresses, and phone numbers of high school juniors and seniors to "military recruiters," "post secondary educational institutions," and "prospective employers." (20 U.S.C. § 7908)

If you do not want the school to release information about your child to military recruiters, you need to let the school know in writing by completing a form. By signing this form, you are "opting out" of this provision.

I, _____, hereby exercise my federal right, granted to me by the

(parent name)

Congress of the United States under Section 9528 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, (and any other applicable state, federal or local law or any school policy), and request that the name, address, and telephone listing of _____, a current student at O'Dea High School, (student name) not be released to military recruiters without prior written parental consent.

Parent Signature _____ Date _____

Student's Name _____

Address _____

City, State, Zip _____

Sec. 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information

(a) POLICY-

(1) Access to Student Recruiting Information – Notwithstanding section 444 (a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses and telephone listings.

(2) Consent – A secondary school student or the parent of the student may request that the student's name, address and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with the request.

CNCA General Complaint Form

Name: _____ Date: _____
Date of Alleged Incident(s): _____
Name of Person(s) this complaint is about (if known and applicable):
_____
List any witnesses that were present:
_____
Where did the incident(s) occur?
_____
Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (*e.g.* specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, *etc.*) (Attach additional pages, if needed):
_____
_____
_____
_____

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result

in disciplinary action up to and including termination.

Signature of Complainant

_____

Print Name

To be completed by Charter School:
Received by:

_____

Print Name

_____

Date_____

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education Programs ☐ Every Student Succeeds Act ☐ School Plans for School Achievement

☐ Career Technical and Technical Education and Training

☐ Local Control Funding Formula/ Local Control and Accountability Plan

☐ State Preschool Programs

☐ Child Care and Development Programs

☐ Migrant Child Education Programs

☐ Pupil Fees

☐ Consolidated Categorical Aid Programs

☐ Regional Occupational Centers and Programs

☐ Pregnant, Parenting, or Lactating Students

☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age	Genetic Information	Sex (Actual or Perceived)
Ancestry	Immigration Status/Citizenship	Sexual Orientation (Actual or Perceived)
Color	Marital Status	
Disability (Mental or Physical)	Medical Condition	Based on association with a person or group with one or more of these actual or perceived characteristics
Ethnic Group Identification	Nationality / National Origin	
Gender / Gender Expression / Gender Identity	Race or Ethnicity	
	Religion	

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any CNCA personnel? If you have, to whom

did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature:_____Date: _____

Mail complaint and any relevant documents to the Compliance Officer: Natasha Barriga, VicePresident of Strategy & Operations

Title IX Sex Discrimination and Harassment Complaint Form

Your Name: _____ Date: _____
Email Address: _____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Charter School.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____
Email Address: _____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize CNCA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by CNCA:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Acceptable Use of Technology Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of CNCA equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any CNCA equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Conducting for-profit business.
    h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. CNCA encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages CNCA's property, including but not limited to CNCA's technology, equipment and networks, or fails to return CNCA's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, CNCA may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, CNCA will provide a program of

voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature: _____ Date: _____

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

Acknowledgement of Handbook Receipt

I acknowledge, with my signature below, the receipt of the required annual notification of parent/guardian/student rights on behalf of my student(s).

STUDENT'S NAME(s): Please PRINT the name, birth date and grade of your student.

_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade

Signature of Parent/Guardian: _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____

Coversheet

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:	25-26 Burlington Parent Involvement Policy.pdf 25-26 CAS_EIS Parent Involvement Policy.pdf 25-26 Cisneros Parent Involvement Policy.pdf 25-26 Kayne Parent Involvement Policy.pdf 25-26 Dalzell Parent Involvement Policy.pdf

Camino Nuevo Charter Academy

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 revisión 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.

School Year 2025-2026
Board Approved: _____

Camino Nuevo Charter Academy

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
- 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.

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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.

Apoyos Adicionales para la Accesibilidad y la Participación

Para aumentar aún más la participación y accesibilidad de los padres:

- **Opciones Flexibles de Reuniones**: Las reuniones para padres se ofrecen en múltiples formatos—virtuales, híbridas y presenciales—para adaptarse a los diversos horarios y necesidades de nuestras familias.
- **Centro Virtual de Recursos**: Se desarrollará un espacio centralizado (fuera de Parent Square) donde las familias puedan acceder a grabaciones de talleres, videos informativos y herramientas útiles en el momento que les sea conveniente.
- **Espacio Dedicado para Reuniones Virtuales**: El sitio web de la escuela o el portal para padres incluirá una sección específica para enlaces de reuniones virtuales, grabaciones anteriores y documentos relacionados para facilitar el acceso.
- **Recursos de Apoyo para Padres**: Se pondrá a disposición una lista completa de recursos escolares internos y servicios comunitarios externos para apoyar a las familias con necesidades académicas, emocionales y prácticas.

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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.

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- 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.

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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
- 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.

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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.

Additional Supports for Accessibility and Engagement

To further increase parent engagement and accessibility:

- **Flexible Meeting Options**: Parent meetings are offered in multiple formats—including virtual, hybrid, and in-person—to accommodate the diverse schedules and needs of our families.
- **Virtual Resource Hub**: A centralized space (outside of ParentSquare) will be developed where families can access workshop recordings, informational videos, and helpful tools at their convenience.
- **Dedicated Virtual Meeting Space**: The school website or parent portal will include a designated section for virtual meeting links, past recordings, and related documents to ensure easy access.
- **Parent Support Resources**: A comprehensive list of internal school resources and external community services will be made available to assist families with academic, emotional, and practical needs.

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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 escolar y en nuestra reunión anual de padres de Título 1. 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 el Coordinador de Servicios Familiares 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. Según lo solicitado por las familias, nuestras reuniones se realizan tanto presenciales como virtuales para atender las diferentes necesidades de nuestras familias 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.

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- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I.
  Los padres reciben boletines quincenales a través de Parent Square. Cada campus ofrece una consulta virtual con el Coordinador de Servicios Familiares dos veces al mes, y nuestra escuela organiza un Café con Líderes híbrido. Todos estos espacios y anuncios tienen como objetivo notificar a las familias sobre cualquier cambio, eventos escolares, talleres y próximas reuniones/actividades para padres.

- 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 los padres de estudiantes de Título I lo solicitan, la escuela ofrece oportunidades para que participen en las decisiones relacionadas con la educación de sus hijos. Los padres de Título I también tienen la oportunidad, si lo solicitan, de acompañar a su hijo para apoyar su crecimiento académico y aprender directamente de la clase y el entorno del maestro.
  Los padres de Título I tienen esta oportunidad a través de nuestro Consejo Escolar. El Consejo se reúne mensualmente y ofrece a los padres la oportunidad de participar en la toma de decisiones, plantear inquietudes o solicitar una reunión privada con el director escolar. No es necesario que los padres formen parte del Consejo para solicitar reuniones privadas, dar su opinión o acompañar a sus hijos.

**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 de la clase

El Pacto entre la Escuela y los Padres se desarrolló con la colaboración de maestros y padres sobre las mejores maneras de apoyar a las familias y mejorar el rendimiento estudiantil. Este pacto se distribuye anualmente a través de Parent Square (se pueden solicitar copias).

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 talleres para padres que les ayudan a alcanzar el éxito académico de sus hijos. Durante el año escolar, ofrecemos talleres sobre diversos temas específicos del aprendizaje en clase: Lengua y Literatura Inglesa (ELA) y Matemáticas. Además, ofrecemos talleres sobre las pruebas SBAC, los resultados de ELPAC, la salud mental y otros temas. Asimismo, los padres de Título I que participan en el club de lectura anual reciben un libro gratuito y se les anima a que modelen la lectura

en casa. Los padres de estudiantes que completan el SBAC reciben videos de ETS por estudiante para que puedan comprender el resultado de la prueba de su hijo.

- 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 maestros 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 la comunicación con las familias es bilingüe y se redacta con sensibilidad cultural. La escuela distribuye una publicación quincenal a través de Parent Square, tanto en inglés como en español, según la configuración de cada padre en su aplicación. El Coordinador de Servicios Familiares es la persona de contacto para apoyar a todas las familias que necesiten ayuda. Los maestros también están disponibles para ayudar a las familias con la traducción de 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.

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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 secundaria). Si hay problemas de alfabetización, nuestro Coordinador de Servicios Familiares está disponible para ayudar con la lectura y comprensión de los documentos.

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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 they would 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, each campus has virtual office hour with the Family Service Coordinator twice per month, and our school hosts hybrid Coffee with Leaders. All of these

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spaces and announcements are with the intent to notify families of any changes, school-wide events, workshops, and upcoming parent meetings/activities.

- 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 that allow the parents to participate in decisions relating to the education of their children. Title 1 parents are also given the opportunity, by request, to come in and shadow their student to support their academic growth and learn directly from the teacher's lesson and environment.
  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. Parents are not required to be part of the Council in order to request private meetings, provide feedback, or shadow their child.

**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

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- 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 via Parent Square (copies available upon request).

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 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 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. For parents of students who complete the SBAC, parents receive ETS videos per student so that parents can understand their child's test score result.

- 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.

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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 #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, per parent settings on their individual app. The Family Services Coordinator is the point person to support 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.

Camino Nuevo Charter Academy

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.

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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.

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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.

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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.

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- 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

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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.

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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. The Coordinator 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.

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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,

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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.

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- 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. 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. 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

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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.

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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.

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- 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 per 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

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- 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. The Coordinator 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. The Coordinator 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.

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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.

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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

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- 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.

Camino Nuevo Charter Academy

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.

School Year 2025-2026
Board Approved: _____

Camino Nuevo Charter Academy

- 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 per 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.

School Year 2025-2026
Board Approved: _____

Camino Nuevo Charter Academy

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

Camino Nuevo Charter Academy

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

FY25-26 Consolidated Application for Funding

Section: IV. Consent Items
Item: C. FY25-26 Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: CNCA - FY25-26 ConApp Board Summary.pdf

CAMINO NUEVO CHARTER ACADEMY

Spring 2025 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 2025-26 application must be submitted by June 30, 2025, to request or decline participation in the federal programs listed below.

The Winter Release of the application, to be certified around February 2026, will contain each school's FY25-26 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. **– Camino Nuevo does not apply for this funding.**

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.

2025-26 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 subsitute 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.

California Department of Education **Consolidated Application**

Camino Nuevo Charter Academy (19 64733 6117667)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2025 6:13 PM

2025–26 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.

California Department of Education **Consolidated Application**

Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2025 6:14 PM

2025–26 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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California Department of Education **Consolidated Application**

Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2025 6:15 PM

2025–26 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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California Department of Education **Consolidated Application**

Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2025 6:15 PM

2025–26 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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California Department of Education **Consolidated Application**

Camino Nuevo High #2 (19 64733 0127910)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2025 6:16 PM

2025–26 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.

Coversheet

Bewilder Addendum to 24-25 Agreement

Section: IV. Consent Items
Item: D. Bewilder Addendum to 24-25 Agreement
Purpose: Vote
Submitted by:
Related Material: Bewilder Contract Addendum.pdf

Addendum

This Addendum to Bewilder Expanded Learning Program Independent Contractor Agreement, dated _____ is between Bewilder “Contractor” and Camino Nuevo Charter Academy.

Bewilder and Camino Nuevo Charter Academy desire to supplement the Agreement as set for in this Addendum.

1. Bewilder will notify Camino Nuevo Charter Academy by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to EC section 8483.4(b).
2. Bewilder will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to EC section 8483.4(d).

Contractor:
Bewilder

Name: _____

Title: _____

Signature: _____ Date: _____

District:
Camino Nuevo Charter Academy

Signature: _____ Date: _____
Adriana Abich, CEO

Coversheet

Tinker the Robot Addendum to 24-25 Agreement

Section:	IV. Consent Items
Item:	E. Tinker the Robot Addendum to 24-25 Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Tinker the Robot Contract Addendum.pdf

Addendum

This Addendum to Tinker the Robot Expanded Learning Program Independent Contractor Agreement, dated _____ is between Tinker the Robot “Contractor” and Camino Nuevo Charter Academy.

Tinker the Robot and Camino Nuevo Charter Academy desire to supplement the Agreement as set for in this Addendum.

1. Tinker the Robot will notify Camino Nuevo Charter Academy by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to EC section 8483.4(b).
2. Tinker the Robot will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to EC section 8483.4(d).

Contractor:
Tinker the Robot

Name: _____

Title: _____

Signature: _____ Date: _____

District:
Camino Nuevo Charter Academy

Signature: _____ Date: _____
Adriana Abich, CEO

Coversheet

Lunch Bunch Addendum to 24-25 Agreement

Section: IV. Consent Items
Item: F. Lunch Bunch Addendum to 24-25 Agreement
Purpose: Vote
Submitted by:
Related Material: Lunch Bunch Contract Addendum.pdf

Addendum

This Addendum to Lunch Bunch Expanded Learning Program Independent Contractor Agreement, dated _____ is between Lunch Bunch “Contractor” and Camino Nuevo Charter Academy.

Lunch Bunch and Camino Nuevo Charter Academy desire to supplement the Agreement as set for in this Addendum.

1. Lunch Bunch will notify Camino Nuevo Charter Academy by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to EC section 8483.4(b).
2. Lunch Bunch will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to EC section 8483.4(d).

Contractor:
Lunch Bunch

Name: _____

Title: _____

Signature: _____ Date: _____

District:
Camino Nuevo Charter Academy

Signature: _____ Date: _____
Adriana Abich, CEO

Coversheet

Woodcraft Rangers 25-26 Agreement for Summer and Fall

Section:	IV. Consent Items
Item:	G. Woodcraft Rangers 25-26 Agreement for Summer and Fall
Purpose:	Vote
Submitted by:	
Related Material:	WR_MasterContract__2025-2026v3.pdf

EXPANDED LEARNING PROGRAM INDEPENDENT CONTRACTOR AGREEMENT

This Expanded Learning Program Independent Contractor Agreement ("Agreement") is made and entered into, on the date of the last dated signature below (the "Effective Date"), by and between Camino Nuevo Charter Academy ("Partner Charter"), a California nonprofit public benefit corporation, whose principal place of business is 3435 W. Temple Street, Los Angeles, CA 90026 and the independent contractor, Woodcraft Rangers ("Contractor", collectively referred to with Camino Nuevo Charter Academy as the "Parties"), whose principal place of business is 340 E. 2nd Street, Suite 200 Los Angeles, CA 90012.

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. **Services**. During the Term (as defined in Section 3 below) of this Agreement, Contractor agrees to provide expanded learning program services to Camino Nuevo Charter Academy as described in Exhibit A attached hereto (the "Services"). Contractor will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and in compliance with applicable law. Contractor may use Contractor's employees or subcontractors to perform the services under this Agreement, subject to applicable certifications. Any additional responsibilities of the Parties are set forth in Exhibit A attached hereto.

2. **Compensation and Expenses; Invoices and Payment**.

2.1 Partner Charter will pay compensation to Contractor for performance of the Services as set forth in Exhibit A. Upon Contractor's submission of a signed Internal Revenue Service Form W-9 to Partner Charter, Partner Charter shall make payable any such compensation within thirty (30) days of receipt of an authorized and approved invoice from Contractor upon completion of the Services or as specified in Exhibit A. Any payment made pursuant to this paragraph shall be sent to Contractor and deemed paid upon placement in U.S. Mail. Contractor shall provide Partner Charter with no more than one (1) invoice per month.

3. **Term, Termination, and Survival**. The term of this Agreement will begin on July 1, 2025 and will terminate on June 30, 2026 ("Term"). Either party may provide notice of such termination of this Agreement at any time and for any reason with thirty (30) days prior written notice to the other party. Notwithstanding the foregoing, either party has the option to terminate this Agreement immediately upon the occurrence of any of the following events: (a)bankruptcy or insolvency of either party; (b) the sale of the business of either party; (c) the death or dissolution of either party; or (d) Contractor becomes debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200. Upon termination, no further performance, including payment pursuant to Section 2 and its subsections above, will be required of either party, except that Camino Nuevo Charter Academy must pay any fees due for authorized services rendered and for authorized expenses specified in Exhibit A. Sections 5, 6, 7, and 8 and their subsections, if any, below will survive the expiration or termination of this Agreement.

4. **Health and Safety**

4.1 Criminal Background Check and Tuberculosis Clearance Certification. Prior to providing the Services pursuant to this Agreement, Contractor shall certify compliance with the

requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as Exhibit B. For student safety and well-being, and for compliance purposes, during the Term, Contractor shall keep its staff/volunteer roster listed in Exhibit B current and shall update Camino Nuevo Charter Academy as soon as practicable upon any changes, additions, or renewed clearances.

4.2 Woodcraft Rangers will notify Camino Nuevo Charter Academy by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to EC section 8483.4(b).

4.3 Woodcraft Rangers will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to EC section 8483.4(d).

5. **Proprietary Information**.

5.1 Contractor acknowledges that, in connection with providing the Services under this Agreement, Contractor may have access to and use of Camino Nuevo Charter Academy or Camino Nuevo Charter Academy proprietary, confidential and trade secret information.

5.2 The written, verbally presented, visually viewed, printed, graphic, or electronically recorded materials furnished by Camino Nuevo Charter Academy for use by Contractor are confidential to the extent allowable by law, proprietary and/or trade secret information of Camino Nuevo Charter Academy and are the property of Camino Nuevo Charter Academy ("Proprietary Information"). Proprietary Information also includes, but is not limited to: know-how, materials, processes and procedures relating to the medical scribes and medical scribe services; know-how, materials, processes and procedures relating to the use of electronic medical records systems; lists of customers and of potential customers; marketing plans and strategies; pricing information; information concerning Camino Nuevo Charter Academy 's employees, students, and independent contractors; and any other information reasonably understood to be confidential or proprietary to Camino Nuevo Charter Academy .

5.3 Contractor will maintain in confidence and will not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any Proprietary Information except to the extent necessary to perform the Services. Upon termination of this Agreement, or at the request of Camino Nuevo Charter Academy before termination, Contractor will deliver to Camino Nuevo Charter Academy all Proprietary Information that is in Contractor's possession or under Contractor's control. The obligations concerning Proprietary Information extend to information belonging to customers and suppliers of Camino Nuevo Charter Academy to which Contractor may have gained possession as a result of performing the Services.

5.4 The restrictions contained in this Section 5 and its subsections will not apply to any information that is: (a) generally known, or becomes generally known, to the public through no wrongful or negligent act of Contractor; (b) in the possession of Contractor prior to the Effective Date of this Agreement and the same can be demonstrated by the Contractor's records; (c) has been independently developed by Contractor without use, directly or indirectly, of Camino Nuevo

Charter Academy 's Proprietary Information; (d) is rightfully received by Contractor from a third party without restriction and without breach of this Agreement or any other agreement; (e) is approved for release by written authorization of Camino Nuevo Charter Academy ; or (f) is required to be disclosed by operation of law, provided, however, Contractor will first give written notice of such required disclosure to Camino Nuevo Charter Academy , make a reasonable effort to obtain a protective order requiring that the Proprietary Information so disclosed be used only for the purposes for which disclosure is required, take reasonable steps to allow Camino Nuevo Charter Academy to seek to protect the confidentiality of the Proprietary Information required to be disclosed, and disclose only that part of the Proprietary Information which, in the opinion of Contractor's legal counsel, is required to be disclosed.

5.5 The covenants of confidentiality set forth in this Section 5 and its subsections will apply to all Proprietary Information disclosed to Contractor before and after the Effective Date and will continue in effect during the Term of this Agreement and for a period of three (3) years following termination; provided, however, that with respect to Proprietary Information that rises to the level of a "trade secret", as defined under applicable law, such covenants of confidentiality will apply for the greater of such three-year period or the period of time such information retains its status as a "trade secret" as determined under applicable law.

6. **Protected Information, Inventions and Works of Authorship**.

6.1 Health Information. Contractor acknowledges that, from time to time during the Term of this Agreement, Contractor may acquire or have access to Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "HIPAA Rules")) of Camino Nuevo Charter Academy students ("PHI"). Contractor will not use or disclose, and will cause its employees and independent contractors not to use or disclose, PHI, except as necessary to perform the Services or as required by law.

6.2 Student Information. Contractor acknowledges that, from time to time during the Term of this Agreement, Contractor may acquire or have access to pupil records or personally identifiable information of Camino Nuevo Charter Academy students (as defined in the Family Educational Rights and Privacy Act of 1974, as amended, and rules promulgated thereunder). Contractor will not use or disclose, and will cause Contractor's employees and subcontractors not to use or disclose such information, except as necessary to perform the Services or as required by law.

7. **Contractor's Representations and Warranties**. Contractor represents and warrants that (a) Contractor has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner, without the advice, control, or supervision of Camino Nuevo Charter Academy ; (b) Contractor is not, and shall not become, subject to any obligation that prohibits or inhibits Contractor from performing all or any part of the Services; (c) Contractor will not infringe upon any copyright, patent, trade secret, or other property right of any third party in the performance of the Services; (d) Contractor will not disclose to Camino Nuevo Charter Academy any confidential information received by Contractor from third parties if doing so would violate Contractor's obligations to any third party; (e) should Contractor provide services at Camino Nuevo Charter Academy school sites, Contractor's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit, respectively; (f) Contractor's personnel that currently serve or will serve Camino Nuevo Charter

Academy students are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to California law; and (g) Contractor is not, and will notify Camino Nuevo Charter Academy immediately if, debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200.

8. **General Provisions**

8.1. **Relationship of Parties**. Contractor is an independent contractor and is not an agent, partner, principal, or employee of Camino Nuevo Charter Academy and has no authority to bind Camino Nuevo Charter Academy by contract or otherwise. Further, no joint-venture relationship exists between the Parties. Contractor will not be entitled to any benefits accorded to Camino Nuevo Charter Academy' employees, including, but not limited to, medical, dental, vision, worker's compensation, disability insurance, vacation, or sick pay. Contractor shall be responsible for providing, at Contractor's expense, and in Contractor's name, criminal background checks if required by Section 7 above, disability, workers' compensation, or other insurance, as well as licenses, credentials, and permits usual or necessary for performing the Services.

8.2. **Choice of Law and Venue**. This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles.

8.3. **Attorneys' Fees**. In the event either party breaches its obligations under this Agreement, the non-breaching party will be entitled to all costs and expenses incurred, including reasonable attorney fees, as a result of the breach. In addition, in the event arbitration, suit or action is instituted to enforce any of the terms of this Agreement, the prevailing party will be entitled to recover from the other party such sum as the court or arbitrator may adjudge reasonable as attorneys' fees in arbitration, at trial, and on appeal of such suit or action, in addition to all other sums allowed by law.

8.4. **Resolution of Disputes**. In the event of any dispute, claim or disagreement relating to the interpretation or enforcement of this Agreement, the Parties will use commercially reasonable efforts to settle the dispute, claim, or disagreement. To this end, the Parties will consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to each party. If the Parties do not reach such a solution within a period of sixty (60) days, then, upon notice by either party to the other pursuant to Section 8.12 below, the dispute, claim or disagreement will be submitted to final, binding arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules. The arbitration will be conducted before a single arbitrator in Los Angeles, California. The arbitrator will have the authority to assess arbitration costs and expenses against either or both parties. The decision in the arbitration will be binding on all parties, and judgment on any arbitration award may be entered in any court of competent jurisdiction. This section will not prohibit either party from seeking equitable relief in any court in accordance with Section 5.4 above.

8.5. **Mutual Indemnification**.

8.5.1 Indemnification by Camino Nuevo Charter Academy. Camino Nuevo Charter Academy shall hold Contractor and Contractor's affiliates, directors, officers, partners, successors, assigns, and agents (the "Contractor Indemnified Person(s)") harmless and indemnify each of them from and against actual claims, losses, damages, liabilities, penalties,

fines, expenses or costs ("Contractor Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Contractor Claims and/or enforcement of this Agreement, incurred or to be incurred by any Contractor Indemnified Persons other than for Contractor Claims arising solely out of: (i) Contractor's negligence, gross negligence, or willful misconduct; or (ii) a material breach or violation by Contractor of material representations, warranties, covenants, or agreements contained in this Agreement.

8.5.2 Indemnification by Contractor. Contractor shall hold Camino Nuevo Charter Academy and Camino Nuevo Charter Academy 's affiliates, directors, officers, partners, successors, assigns, and agents (the "Camino Nuevo Charter Academy Indemnified Person(s)") harmless and indemnify each of them from and against actual claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Camino Nuevo Charter Academy Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Camino Nuevo Charter Academy Claims and/or enforcement of this Agreement, incurred or to be incurred by any Camino Nuevo Charter Academy Indemnified Persons other than for Camino Nuevo Charter Academy Claims arising solely out of: (i) Camino Nuevo Charter Academy 's negligence, gross negligence, or willful misconduct; or (ii) a material breach or violation by Camino Nuevo Charter Academy of material representations, warranties, covenants, or agreements contained in this Agreement.

8.6. **Insurance.** Contractor agrees to obtain liability insurance consistent with customary practice for performing the Services specified in Exhibit A. At a minimum, Contractor shall procure and maintain general and professional liability insurance covering all activities of Contractor's personnel performing the obligations of this Agreement with coverage of not less than one million dollars ($1,000,000) for any incident, two million dollars ($2,000,000) annual aggregate per incident, and three million dollars ($3,000,000) excess liability policy for a maximum of five million dollars ($5,000,000) per aggregate limit. Contractor shall add Camino Nuevo Charter Academy as an additional insured to Contractor's applicable insurance policy and shall provide Camino Nuevo Charter Academy with such proof upon Camino Nuevo Charter Academy 's request.

8.7. **Assignment**. Neither party will assign or otherwise transfer this Agreement in whole or in part without the prior written consent of the other party; provided, however, that Camino Nuevo Charter Academy may, without the consent of Contractor, assign this Agreement in connection with the sale of substantially all of its assets, or the merger or like change of control. The provisions of this Agreement will be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns permitted hereby.

8.8. **Entire Agreement**. This Agreement, including any and all exhibits and amendments, constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede any and all other oral and written representations, understandings, or agreements relating to the subject matter hereof.

8.9. **Change in Document**. By signing and delivering this Agreement and/or any schedule, exhibit, amendment, or addendum, each party will be deemed to represent to the other party that the signing party has not made any changes to such document from the draft(s) most recently provided to the other party by the signing party, or vice versa, unless the signing party has expressly called such changes to the other party's attention, in writing (e.g., by "redlining" the document or by a comment memo or electronic mail).

8.10. **No Waiver or Oral Modification; Amendments**. No waiver of any provision of this Agreement will be deemed, or will constitute, a waiver of any other provision, whether or not similar, nor will any waiver constitute a continuing waiver. No waiver or modification will be binding unless executed, in writing, by the party making the waiver or modification. Any amendment to this Agreement will not be binding unless executed, in writing, by each party.

8.11. **Severability**. In the event that a court of competent jurisdiction holds any term or provision of this Agreement invalid, void, or unenforceable, then the remainder of this Agreement, and the application of such provision, will not be affected, impaired, or invalidated thereby, and each such term and provision of this Agreement will be valid and enforceable to the fullest extent permitted by law. Any provision of this Agreement held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

8.12. **Notices**. Any notice or other communication given or made under this Agreement will be in writing and will be delivered personally or by a nationally recognized overnight courier (freight prepaid, specifying next-day delivery, with written verification of receipt), addressed to a party's address as listed below, or sent by email to the party's email address listed below. If the notice or communication is delivered personally or by national commercial delivery service, it will be deemed given upon delivery; if sent by email during the recipient's normal business hours, it will be deemed given when sent, and if not sent during normal business hours, then on the recipient's next business day. The addresses to which notices or other communications will be delivered may be changed by a party from time to time by giving prior written notice to the other party as described in this section. The addresses of the parties are as follows:

If to Camino Nuevo Charter Academy :

Attn**:** Adriana Abich
CEO
3435 W. Temple Street,
Los Angeles, CA 90026
adriana.abich@caminonuevo.org

If to Contractor: Woodcraft Rangers
Attn: Julee Brooks
CEO
340 E. 2nd Street, Suite 200
Los Angeles, CA 90012

jbrooks@woodcraftrangers.org

8.13 **Nondiscrimination**. The Parties shall not discriminate against any pupil on the basis of race or ethnicity, national origin, gender, gender identity, gender expression or physical or mental disability religion, color, medical condition, sexual condition, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code Section 422.55 or any other protected classification under law.

8.14 **Force Majeure**. Either party shall be excused from performance, without penalty, for delay in, or failure of, performance or shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. "Force majeure" means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not limited to, acts of nature, acts of government (including, but not limited to, political subdivisions, school districts, or local education agencies that authorize and oversee Camino Nuevo Charter Academy 's schools' charter petitions) not related to breach of any legal or regulatory obligation by either party, fire, earthquake, strike, lockout, civil disorder, war or commandeering by any agency of government, epidemics, and quarantine restrictions. If either party is delayed at any time by force majeure, the delayed party shall notify the other party's designated representative of such delay, in writing and via telephone when feasible, as soon as practicable and shall specify the cause(s) of such delay. The delayed party shall cause such delay to cease as soon as practicable.

8.15 **Binding Effect**. The provisions of this Agreement will be binding upon and will inure to the benefit of the respective successors and permitted assigns of the Parties.

8.16 **Counterparts**. This Agreement may be executed in counterparts, each of which will be deemed an original, and the counterparts will together constitute one and the same instrument, notwithstanding that all of the parties are not signatory to the original or the same counterpart. Counterparts may be delivered via facsimile, electronic mail (including .pdf format), or other transmission method and any counterpart so delivered will be deemed to have been duly and validly delivered and be valid and effective for all purposes.

8.17 **Headings**. The headings of sections in this Agreement are for convenience of reference only and will not affect the meaning or interpretation of this Agreement in any way.

In witness whereof, the Parties hereto have executed this Agreement as of the Effective Date.

Camino Nuevo Charter Academy	**WOODCRAFT RANGERS**
By:_____	By:_____
Name:_____	Name: Julee B. Brooks
Title:_____	Title: CEO
Date:_____	Date: 6/6/25

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Exhibit A

1. **Services/Project.**

The following program design and budget proposal allows Camino Nuevo Charter Academy to meet all of the designated requirements and guidelines of the State of California's ASES grant and Expanded Learning Opportunities Program, as well as the 21st CCLC grant programs to offer enrollment and provide access to qualifying TK- 8 grade students. Woodcraft Rangers will operate programs in compliance with all Federal and State funding guidelines and current public health guidelines.

183 Days of Full Comprehensive Afterschool Programming

- WR will deliver a high-quality afterschool learning program at 5 Camino Nuevo Charter Academy Schools.
- Programs will average 20:1 student staff ratio and 1:10 for TK/K.
- Programming will be provided from dismissal to 6pm every day school is in session.
- The Elementary program will be supervised by one dedicated full-time site coordinator and an assistant site coordinator, and a community liaison. The Middle School Program will be supervised by one dedicated part-time site coordinator and a community liaison. Burlington will have 2 community liaisons to accommodate both campuses. A year-round program manager and 2 quality assurance specialists will oversee Camino Nuevo Charter Academy Schools, along with neighboring schools.
- Program supplies and equipment are included for base clubs at each site.
- Entry to WR sports leagues and other club competitions including agency events (Transportation Costs included).
- WR is responsible for hiring, supervising and training of staff with wages competitive to market to ensure adequate recruitment and retention.
- WR provides its staff with access to the WR activity library and ongoing coaching and supports from a centralized learning team.
- WR will be responsible for community needs assessment, program design, activity development, training, recruitment, registration, equipment procurement and delivery and parent communication in partnership with Camino Nuevo Charter Academy and school leaders.
- WR will track all relevant data and ensure compliance for all grant funded programs.
- WR will be responsible for submitting all required California Department of Education reports, including, budget and expenditures, semi-annual attendance reports, CQI and Annual Outcomes Report, and all other reports as required. WR will also submit all reports to Camino Nuevo Charter Academy Schools for their records.
- Camino Nuevo Charter Academy contributes use of facilities, including Wi-Fi Usage, adequate storage, and associated cleaning costs for school sites.

Site	Number of students	Total
Camino Nuevo Burlington Camino Nuevo Burlington TK/K	180 40	**$608,181.57**
Camino Nuevo Kayne Siart Camino Nuevo Kayne Siart TK/K	180 40	**$579,993.76**
Camino Nuevo Jose A. Castellanos Camino Nuevo Jose A. Castellanos TK/K	160 40	**$551,558.68**
Camino Nuevo Eisner MS	60	**$215,708.47**
Camino Nuevo Sandra Cisneros Camino Nuevo Sandra Cisneros TK/K	140 20	**$446,193.92**
TOTAL	**910**	**$2,401,636.40**

30 Days of Intersessional Programs:

- WR will deliver high-quality intercessional programs at Camino Nuevo Charter Academy.
- WR will operate 30 intersessional days for the 25-26 School Year per requirement of the Expanded Learning Opportunities Program and 21st CCLC as determined by CNCA. 17 Days for Summer 2025, 5 for Winter 2025, 5 for Spring 2026 and 7 for Summer 2026.
- Programming each day will be 9 hours, 5 days/week, for a total of 45 hours/week.
- Each site will be supervised by one dedicated full-time site coordinator and an assistant site coordinator at all times. A year-round program manager and quality assurance specialist will oversee all WR programs at Camino Nuevo Charter Academy along with other neighboring schools.
- Each site will participate in up to **2 Field Trips**
- Programs will average 20:1 student staff ratio and 1:10 for TK/K.
- WR will track all relevant data and ensure compliance for the ELO-P programs.
- All other details are the same as after school.

Site	Number of students	Total
Camino Nuevo Burlington Camino Nuevo Burlington TK/K	180 20	**$225,652.58**
Camino Nuevo Kayne Siart Camino Nuevo Kayne Siart TK/K	180 20	**$213,508.58**
Camino Nuevo Jose A. Castellanos Camino Nuevo Jose A. Castellanos TK/K	180 20	**$213,508.58**
Camino Nuevo Eisner MS	60	**$65,099.38**
Camino Nuevo Sandra Cisneros Camino Nuevo Sandra Cisneros TK/K	140 10	**$175,107.61**
TOTAL	**810**	**$892,876.75**

183 Days of Before School Programming

- WR will deliver a high-quality before-school program at 4 Camino Nuevo Charter Academy Schools (Burlington, Kayne Siart, Castellanos, and Cisneros).
- Students in the before-school program will participate in a curriculum that focuses on a variety of base enrichment which includes science, visual and performing arts, academic support and light physical activities.
- WR will provide 2 staff per site to operate the before-school program.
- Programs will average 20:1 student-staff ratio and 1:10 for TK/K.
- Program hours are to be determined by the school site administrator.
- All other details are the same as after school.

Site	Number of students	Total
Camino Nuevo Burlington	40	$60,022.34
Camino Nuevo Kayne Siart	40	$60,022.34
Camino Nuevo Jose A. Castellanos	40	$60,022.34
Camino Nuevo Sandra Cisnero	40	$42,250.41
TOTAL	**180**	**$222,317.43**

Total for 5 Schools (Before School, Afterschool and Intersessional Programs): **$ 3,516,830.58**

Invoices and Payment

The Partner Charter shall receive separate invoices, by program, for total NTE contract amount in equal monthly installments, with invoices due within 30 days from issuance. Adjustments to invoices may occur only if recurring assessments reveal unmet contract deliverables, with payments adjusted accordingly.

EXHIBIT B

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 _____ _____ ("**CHARTER SCHOOL")** and the individual, company or contractor_____**("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 <u>name and other information for each vendor employee</u> 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)
John Example	*07/23/2014*	*07/23/2018*	*MSTC 07/01/2018*

WAIVER JUSTIFICATION:

☐ 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 have NO CONTACT with pupils. (No school-site services will be provided.)

The VENDOR and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees

☐ will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]

☐ 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: [EC 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 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. [EC 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.

Authorized Vendor Signature	Printed Name	Title	Date

Coversheet

Woodcraft Rangers Addendum to 24-25 Agreement

Section:	IV. Consent Items
Item:	H. Woodcraft Rangers Addendum to 24-25 Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Woodcraft Rangers Contract Addendum.pdf

Addendum

This Addendum to Woodcraft Rangers Expanded Learning Program Independent Contractor Agreement, dated _____ is between Woodcraft Rangers “Contractor” and Camino Nuevo Charter Academy.

Woodcraft Rangers and Camino Nuevo Charter Academy desire to supplement the Agreement as set for in this Addendum.

1. Woodcraft Rangers will notify Camino Nuevo Charter Academy by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to EC section 8483.4(b).
2. Woodcraft Rangers will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to EC section 8483.4(d).

Contractor:
Woodcraft Ranger

Signature: _____ Date: _____
Julee Brooks, CEO

District:
Camino Nuevo Charter Academy

Signature: _____ Date: _____
Adriana Abich, CEO

Coversheet

Schools Services Agreement for Technicians Between CNCA and PNEDG

Section: IV. Consent Items
Item: I. Schools Services Agreement for Technicians Between CNCA and PNEDG
Purpose: Vote
Submitted by:
Related Material: School Support Services Agreement - Technicians.pdf

Camino Nuevo Charter Academy

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, 2025**, 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 and a half (4.5) 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. The breakdown per school site is below.

Camino Nuevo Charter Academy

3435 W. Temple Street
Los Angeles, CA 90026

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

www.caminonuevo.org

School Site	Full Time Technicians
Burlington	1 FTE
Castellanos	.5 FTE
Cisneros	.5 FTE
Dalzell Lance	1 FTE
Eisner	.5 FTE
Kayne Siart	1 FTE

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.

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6. INDEMNITY. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party. The indemnity, defense and hold harmless obligations in this Section 6 shall survive the termination of this Agreement.

7. NOTICE. Any notice required or permitted under this Agreement shall be deemed given when actually delivered, including by electronic delivery, or when deposited in the mail, certified or registered, postage prepaid, addressed as follows:

To PN-EDG: Pueblo Nuevo Education and Development Group

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Margaret Domingo

Email: Margarita.Domingo@pueblonuevo.org

To CNCA: Camino Nuevo Charter Academy

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Chief Executive Officer

Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

9. HEADINGS. The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

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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

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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

By:_____
Name: Adriana Abich
ITS: Chief Executive Officer
Date:_____

PUEBLO NUEVO EDUCATION DEVELOPMENT GROUP

By:_____
Name: Tamara Powers
ITS: Board President
Date:_____

Coversheet

Schools Services Agreement for Custodians Between CNCA and PNEDG

Section: IV. Consent Items
Item: J. Schools Services Agreement for Custodians Between CNCA and PNEDG
Purpose: Vote
Submitted by:
Related Material: School Support Services Agreement - Custodians.pdf

Camino Nuevo Charter Academy

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SCHOOL SUPPORT SERVICES AGREEMENT

Night Custodians

This School Support Services Agreement ("Agreement") is entered into and effective **July 1, 2025**, 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 **eight part-time Night Custodians and one full-time Night Custodians** 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. The breakdown per school site is below.

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School Site	Number and Type of Employee	Daily Hours Per Site Custodian
Burlington	2 PTE	5hrs/day
Castellanos	2 PTE	5.62hrs/day
Cisneros	2 PTE	6hrs/day
Dalzell Lance	1 FTE	8hrs/day
Eisner	0	0
Kayne Siart	2 PTE	5.5hrs/day

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.

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6. INDEMNITY. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party. The indemnity, defense and hold harmless obligations in this Section 6 shall survive the termination of this Agreement.

7. NOTICE. Any notice required or permitted under this Agreement shall be deemed given when actually delivered, including by electronic delivery, or when deposited in the mail, certified or registered, postage prepaid, addressed as follows:

To PN-EDG: Pueblo Nuevo Education and Development Group

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Margaret Domingo

Email: Margarita.Domingo@pueblonuevo.org

To CNCA: Camino Nuevo Charter Academy

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Chief Executive Officer

Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

9. HEADINGS. The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

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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

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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

By:_____
Name: Adriana Abich
ITS: Chief Executive Officer
Date:_____

PUEBLO NUEVO EDUCATION DEVELOPMENT GROUP

By:_____
Name: Tamara Powers
ITS: Board President
Date:_____

Coversheet

CNCA HS #2 Security Upgrades

Section: IV. Consent Items
Item: K. CNCA HS #2 Security Upgrades
Purpose: Vote
Submitted by:
Related Material: CNCA Facilities Items_June 2025.pdf

CNCA Facilities Items

20 años Camino Nuevo Charter Academy

June 2025

Dalzell Lance Security Upgrades

The Ask: We are seeking to reallocate $150,000.00 in funds previously approved for restroom additions at Dalzell Lance and upgrades for site security and repainting of end floor deck.

Security Upgrades:

- Bullet Resistant Glass throughout the 1st Floor
- Added Security Cameras
- Electronic locks for classroom Locks

CNCA HVAC Services Agreement

The Ask: We are seeking approval to engage in a new contract Services Agreement for HVAC Repairs.

Ranking	Company	Cost
1. Recommend	EMCOR	$102,975.00
2.	Control Air	$103,145.00
3.	Dynasty Climate Control Inc	$126,840.00

Cisneros Verkada Security Cameras

The Ask: We are seeking approval for $136,500.00 to upgrade security items at Cisneros campus.

Security Upgrades:

- 26 Verkada Security Cameras
- 4 Vape Detectors ($52,000.00 on CMAS - State Contract)

Installation Costs:

- Estimated at $84,000.00 → We will obtain two additional bids

HVAC Repair at 669 Burlington

The Ask: We are seeking approval to spend $135,000.00 to repair two HVAC units at BUR Centro.

Ranking	Company	Cost
1. Recommend	EMCOR	$135,000.00
2. Missing Permits, Structural Engineering and Roof Platforms. Incomplete bid.	Dynasty Climate Control	$103,145.00
3.	Control Air	$135,000.00

Temporary Janitorial Services

The Ask: We are seeking approval to attain a services agreement with a new custodial vendor to provide support as we hire, onboard and train night custodians. This is already accounted for in the budget for each school site.

Ranking	Company	Cost
1.	A&M Cleaning	$58,015.10/month
2. Current Vendor	Excellence Janitorial	$61,940.00/month
3.	No third bid submitted	

Coversheet

CNCA HVAC Bids

Section: IV. Consent Items
Item: L. CNCA HVAC Bids
Purpose: Vote
Submitted by:
Related Material: CNCA Facilities Items_June 2025.pdf

CNCA Facilities Items

20 años Camino Nuevo Charter Academy

June 2025

Dalzell Lance Security Upgrades

The Ask: We are seeking to reallocate $150,000.00 in funds previously approved for restroom additions at Dalzell Lance and upgrades for site security and repainting of end floor deck.

Security Upgrades:

- Bullet Resistant Glass throughout the 1st Floor
- Added Security Cameras
- Electronic locks for classroom Locks

CNCA HVAC Services Agreement

The Ask: We are seeking approval to engage in a new contract Services Agreement for HVAC Repairs.

Ranking	Company	Cost
1. Recommend	EMCOR	$102,975.00
2.	Control Air	$103,145.00
3.	Dynasty Climate Control Inc	$126,840.00

Cisneros Verkada Security Cameras

The Ask: We are seeking approval for $136,500.00 to upgrade security items at Cisneros campus.

Security Upgrades:

- 26 Verkada Security Cameras
- 4 Vape Detectors ($52,000.00 on CMAS - State Contract)

Installation Costs:

- Estimated at $84,000.00 → We will obtain two additional bids

HVAC Repair at 669 Burlington

The Ask: We are seeking approval to spend $135,000.00 to repair two HVAC units at BUR Centro.

Ranking	Company	Cost
1. Recommend	EMCOR	$135,000.00
2. Missing Permits, Structural Engineering and Roof Platforms. Incomplete bid.	Dynasty Climate Control	$103,145.00
3.	Control Air	$135,000.00

Temporary Janitorial Services

The Ask: We are seeking approval to attain a services agreement with a new custodial vendor to provide support as we hire, onboard and train night custodians. This is already accounted for in the budget for each school site.

Ranking	Company	Cost
1.	A&M Cleaning	$58,015.10/month
2. Current Vendor	Excellence Janitorial	$61,940.00/month
3.	No third bid submitted	

Coversheet

661 Burlington HVAC Unit Replacement

Section: IV. Consent Items
Item: M. 661 Burlington HVAC Unit Replacement
Purpose: Vote
Submitted by:
Related Material: CNCA Facilities Items_June 2025.pdf

CNCA Facilities Items

20 años Camino Nuevo Charter Academy

June 2025

Dalzell Lance Security Upgrades

The Ask: We are seeking to reallocate $150,000.00 in funds previously approved for restroom additions at Dalzell Lance and upgrades for site security and repainting of end floor deck.

Security Upgrades:

- Bullet Resistant Glass throughout the 1st Floor
- Added Security Cameras
- Electronic locks for classroom Locks

CNCA HVAC Services Agreement

The Ask: We are seeking approval to engage in a new contract Services Agreement for HVAC Repairs.

Ranking	Company	Cost
1. Recommend	EMCOR	$102,975.00
2.	Control Air	$103,145.00
3.	Dynasty Climate Control Inc	$126,840.00

Cisneros Verkada Security Cameras

The Ask: We are seeking approval for $136,500.00 to upgrade security items at Cisneros campus.

Security Upgrades:

- 26 Verkada Security Cameras
- 4 Vape Detectors ($52,000.00 on CMAS - State Contract)

Installation Costs:

- Estimated at $84,000.00 → We will obtain two additional bids

HVAC Repair at 669 Burlington

The Ask: We are seeking approval to spend $135,000.00 to repair two HVAC units at BUR Centro.

Ranking	Company	Cost
1. Recommend	EMCOR	$135,000.00
2. Missing Permits, Structural Engineering and Roof Platforms. Incomplete bid.	Dynasty Climate Control	$103,145.00
3.	Control Air	$135,000.00

Temporary Janitorial Services

The Ask: We are seeking approval to attain a services agreement with a new custodial vendor to provide support as we hire, onboard and train night custodians. This is already accounted for in the budget for each school site.

Ranking	Company	Cost
1.	A&M Cleaning	$58,015.10/month
2. Current Vendor	Excellence Janitorial	$61,940.00/month
3.	No third bid submitted	

Coversheet

Cisneros Verkada Security Cameras

Section: IV. Consent Items
Item: N. Cisneros Verkada Security Cameras
Purpose: Vote
Submitted by:
Related Material: CNCA Facilities Items_June 2025.pdf

CNCA Facilities Items

20 años Camino Nuevo Charter Academy

June 2025

Dalzell Lance Security Upgrades

The Ask: We are seeking to reallocate $150,000.00 in funds previously approved for restroom additions at Dalzell Lance and upgrades for site security and repainting of end floor deck.

Security Upgrades:

- Bullet Resistant Glass throughout the 1st Floor
- Added Security Cameras
- Electronic locks for classroom Locks

CNCA HVAC Services Agreement

The Ask: We are seeking approval to engage in a new contract Services Agreement for HVAC Repairs.

Ranking	Company	Cost
1. Recommend	EMCOR	$102,975.00
2.	Control Air	$103,145.00
3.	Dynasty Climate Control Inc	$126,840.00

Cisneros Verkada Security Cameras

The Ask: We are seeking approval for $136,500.00 to upgrade security items at Cisneros campus.

Security Upgrades:

- 26 Verkada Security Cameras
- 4 Vape Detectors ($52,000.00 on CMAS - State Contract)

Installation Costs:

- Estimated at $84,000.00 → We will obtain two additional bids

HVAC Repair at 669 Burlington

The Ask: We are seeking approval to spend $135,000.00 to repair two HVAC units at BUR Centro.

Ranking	Company	Cost
1. Recommend	EMCOR	$135,000.00
2. Missing Permits, Structural Engineering and Roof Platforms. Incomplete bid.	Dynasty Climate Control	$103,145.00
3.	Control Air	$135,000.00

Temporary Janitorial Services

The Ask: We are seeking approval to attain a services agreement with a new custodial vendor to provide support as we hire, onboard and train night custodians. This is already accounted for in the budget for each school site.

Ranking	Company	Cost
1.	A&M Cleaning	$58,015.10/month
2. Current Vendor	Excellence Janitorial	$61,940.00/month
3.	No third bid submitted	

Coversheet

Temporary Janitorial Services

Section: IV. Consent Items
Item: O. Temporary Janitorial Services
Purpose: Vote
Submitted by:
Related Material: CNCA Facilities Items_June 2025.pdf

CNCA Facilities Items

20 años Camino Nuevo Charter Academy

June 2025

Dalzell Lance Security Upgrades

The Ask: We are seeking to reallocate $150,000.00 in funds previously approved for restroom additions at Dalzell Lance and upgrades for site security and repainting of end floor deck.

Security Upgrades:

- Bullet Resistant Glass throughout the 1st Floor
- Added Security Cameras
- Electronic locks for classroom Locks

CNCA HVAC Services Agreement

The Ask: We are seeking approval to engage in a new contract Services Agreement for HVAC Repairs.

Ranking	Company	Cost
1. Recommend	EMCOR	$102,975.00
2.	Control Air	$103,145.00
3.	Dynasty Climate Control Inc	$126,840.00

Cisneros Verkada Security Cameras

The Ask: We are seeking approval for $136,500.00 to upgrade security items at Cisneros campus.

Security Upgrades:

- 26 Verkada Security Cameras
- 4 Vape Detectors ($52,000.00 on CMAS - State Contract)

Installation Costs:

- Estimated at $84,000.00 → We will obtain two additional bids

HVAC Repair at 669 Burlington

The Ask: We are seeking approval to spend $135,000.00 to repair two HVAC units at BUR Centro.

Ranking	Company	Cost
1. Recommend	EMCOR	$135,000.00
2. Missing Permits, Structural Engineering and Roof Platforms. Incomplete bid.	Dynasty Climate Control	$103,145.00
3.	Control Air	$135,000.00

Temporary Janitorial Services

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Ranking	Company	Cost
1.	A&M Cleaning	$58,015.10/month
2. Current Vendor	Excellence Janitorial	$61,940.00/month
3.	No third bid submitted	

Coversheet

Meal Provider Contract Renewal with Revolution Foods, PBC

Section: IV. Consent Items
Item: P. Meal Provider Contract Renewal with Revolution Foods, PBC
Purpose: Vote
Submitted by:
Related Material: RF-CNCA FSMC 25-26 Renewal.pdf

CONTRACT EXTENSION

Renewal (Extension Number)	Agreement Number (Base Year)
3	CNCA2223FSMC

[X] **CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED** 2 Pages

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: **7/1/2025** Expiration date: **6/30/2026**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: ***$2,220,787.50*** (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 __1__ 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	$3.03	$2,424.00	$448,440.00
Lunch	2,000	$4.40	$8,800.00	$1,628,000.00
Snack	350	$1.21	$423.50	$78,347.50
Seamless Summer Breakfast x 20 Days	400	$3.30	$1,320.00	$26,400.00
Seamless Summer Lunch x 20 Days	400	$4.95	$1,980.00	$39,600.00
Annual Total			**$2,220,787.50**	

Additional Ordering Options – Non-Required

1. *Meal Service Aide – Hourly Rate: $26.25*
2. *Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[2]*
   Breakfast: $ 3.50 Lunch: $ 5.00

[1] *Rate increase reflect the January 2025 CPI for Food Away from Home – Los Angeles Area*
[2] *Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.*

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 *(If other than an individual, state whether a corporation, partnership, etc.)* ***Revolution Foods, PBC***	
BY *(Authorized Signature)* ✍	DATE SIGNED *(Do not type)*
PRINTED NAME AND TITLE OF PERSON SIGNING Michelle Reitzin-Bass, Vice President of Sales & Marketing	
ADDRESS 5743 SMITHWAY ST, COMMERCE, CA 90040	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME	
BY *(Authorized Signature)* ✍	DATE SIGNED *(Do not type)*
PRINTED NAME AND TITLE OF PERSON SIGNING	
ADDRESS	

Coversheet

Prop 28 Arts & Music Annual Report

Section: IV. Consent Items
Item: Q. Prop 28 Arts & Music Annual Report
Purpose: Vote
Submitted by:
Related Material: Annual Report CNCA #1 24-25FY.pdf
Annual Report CNCA # 2 24-25FY.pdf
AnnualReport CNCA #3 24-25FY.pdf
Annual Report CNCA #4 24-25FY.pdf
AnnualReport CNHS #2 24-25FY.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2024-25

Name: Camino Nuevo Charter Academy
CDS Code: 1964733-6117667
Charter School Number: 293
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Fiscal Year 24-25FY planning took place for utilization of Prop 28 funding. Prop 28 funds were not used in 24-25FY.

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	6/17/2025 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 6/10/2025 3:18:18 PM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Camino Nuevo Charter Academy #2
CDS Code: 1964733-0122861
Charter School Number: 1231
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 funds were used for staffing.

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	6/17/2025 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 6/11/2025 12:39:34 PM

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2024-25

Name: Camino Nuevo Elementary No. 3
CDS Code: 1964733-0122564
Charter School Number: 1212
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In 24-25FY a Arts & Music Teacher Position and Teacher Assistant position were opened. Both positions have not been filled yet. Positions will be filled in the 25-26FY. Prop 28 funds were not utilized in the 24-25FY.

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	6/17/2025 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 6/9/2025 4:25:16 PM

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2024-25

Name: Camino Nuevo Charter Academy No. 4
CDS Code: 1964733-0124826
Charter School Number: 1334
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Prop 28 funds were utilized in 24-25FY for staffing. We had added an Art TA and a Music TA to provide additional support in classrooms.

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.	1.5
5. Number of students served.	474
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/10/2025 3:48:49 PM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/11/2025 11:27:07 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Camino Nuevo High No. 2
CDS Code: 1964733-0127910
Charter School Number: 1540
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Prop 28 funds were utilized for Arts and Music materials and instruments from the 23-24FY prior year allotment and student count was under 500. No funds were utilized for staffing on campus from 23-24FY. Prop 28 funds for 24-25FY will be utilized in the 25-26FY.

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.	493
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/9/2025 4:41:55 PM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 6/9/2025 4:50:01 PM

Coversheet

CNCA Fiscal Policies Updates

Section: IV. Consent Items
Item: R. CNCA Fiscal Policies Updates
Purpose: Vote
Submitted by:
Related Material:
CNCA Fiscal Policies.Revision_2025 Update -6.17.25 Final for Approval.pdf
CNCA Fiscal Policies.Revision_2025 Update 6.17.25 Draft for Approval Track Changes.pdf
Fiscal Policy Draft Final Updates 2025 Summary Page.pdf

Fiscal Policies & Procedures

Camino Nuevo Charter Academy

Approved by the Board of Directors, June 17th, 2025

CNCA Fiscal Policies & Procedures

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised June 17th, 2025

Introduction

The Governing Board of Camino Nuevo Charter Academy (CNCA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CNCA to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED* Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation using ExED's bank reconciliation workbook.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by completing the approval tab of the bank reconciliation workbook.

**ExED or current back-office provider in the event of a change in service*

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised June 17th, 2025

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation until the prior year audit has been completed.
- ExED will make the financial records available to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
- Paper financial records, to the extent that they exist, will be shredded at the end of their retention period and the organization will keep a general record of what was destroyed.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Chief Executive Officer.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Chief Executive Officer's performance annually and establishes compensation.
- Reviews and approves all contracts over $100,000.
- Commissions the annual financial audit by an independent third-party auditor approved by the State of California.

**ExED or current back-office provider in the event of a change in service*

- Approves the annual financial audit before submission, when possible, but otherwise no later than by January 31, unless there has been an approved audit extension, in which case the audit will be accepted as soon as possible following completion.
- Appoints someone else to perform the duties of the Chief Executive Officer in the case of absence and/or approves the appointment of someone who has been so assigned by the Executive Director.

Chief Executive Officer

- Is responsible for all operations and activities related to financial management.
- Develops the Home Support Office and Consolidated organization annual budget with ExED.
- Approves Site Budgets developed by Site Principals and ExED.
- Reviews and approves all contracts under $100,000.

Chief Executive Officer and/or Designee

- Reviews and approves all expenditures.
- Develops annual site budget with ExED.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days. During the mandatory vacation, responsibilities shall shift to another employee who has been cross-trained in those responsibilities.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Chief Executive Officer, Treasurer, and the Fiscal Designee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

**ExED or current back-office provider in the event of a change in service*

- The Chief Executive Officer will work together with the Fiscal Designee, Department of Human Resources, and Site Principals to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Chief Executive Officer and Fiscal Designee, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED or the Fiscal Designee will present a draft budget to the Board prior to the end of the fiscal year.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board. ExEd will work with the organization's leadership to prepare updated financial statements for presentation to the Governing Board in alignment with the Board's schedule of regular meetings.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also provide a check register each month to the Chief Executive Officer, Fiscal Designee, and Site Principals.
- The Chief Executive Officer, Fiscal Designee, Site Principals, and Board Treasurer will review financial reports each month.
- ExEd and/or The Director of Finance and Business Services and/or Fiscal Designee and/or the Treasurer will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133.* The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/), in order to properly conduct the audit engagement. The State Controller's Office publishes a list of registered auditors (which can be found at https://cpads.sco.ca.gov/) from which the audit firm should be selected (per Education Code 41020).

**ExED or current back-office provider in the event of a change in service*

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020). The State Controller's Office publishes a list of registered auditors (which can be found at https://cpads.sco.ca.gov/) from which the audit firm should be selected (per Education Code 41020).

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board. However, no staff members of the organization and any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee. The Board Treasurer, due to their direct involvement in financial oversight, shall also not serve on the committee. Other officers may serve on the Audit Committee, but their inclusion should be carefully considered to maintain the committee's independence and avoid any potential conflicts of interest.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and acceptthe audit no later than January 31.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15, unless an approved audit extension is in place

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer and the organization to complete the organization's tax returns.
    - The Chief Executive Officer or Director of Finance or Fiscal Designee will review the tax returns before submitting to the Governing Board for reviewprior to submission. The tax returns will include an explanation of the method by which the Governing Board receives the returns prior to submission.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: Paycom will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

**ExED or current back-office provider in the event of a change in service*

Procedures:

- Paycom will prepare and file employee W2s by January 31 each year. If this date falls on a Saturday, Sunday, or legal holiday, the deadline will be the next business day.
- Paycom will deposit and file federal, state withholding and state disability taxes and quarterly tax returns.
- Paycom will deposit and file state unemployment taxes and quarterly payroll tax reports by the filing deadline.
- Paycom will deposit and file all federal and state taxes and tax returns.

Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Executive Officer, Fiscal Designee, or Site Principals will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Office Manager immediately.
- The Office Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box.*
- The office manager will immediately put the funds in the secure Drop Safe used for Armored services weekly pick-up.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.

**ExED or current back-office provider in the event of a change in service*

- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made per assigned schedule set-up by the Chief Executive Officer, Fiscal Designee, or Site Principals.

Procedures:
- The Office Manager will restrictively endorse each check received (e.g. For Deposit Only Camino Nuevo Charter Academy).
- The Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The Chief Executive Officer, Fiscal Designee, or Site Principals will review and approve the deposit packet.
- The Office Manager will provide the deposit packet to the Home Support Office.
- The Home Support Office Manager or designee will make the deposit using software from the organization's banking institutionand attach the deposit receipt to a copy of the deposit packet that includes scanned pdf images of the checks deposited.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box.*
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis. Under the supervision of the Chief Executive Officer, VP of Human Resources, and Site Principals, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:
- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.

**ExED or current back-office provider in the event of a change in service*

- Supervisors will return, either physically or via the payroll system, incomplete or incorrect timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return. If no timesheet is submitted, the organization will pay the employee for the best estimate of hours worked and will update to the accurate hours as soon as possible.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Time and Effort Reporting

Policy: Federal Uniform Guidance, 2 CFR 200, requires that employees funded through federal funds document the time they spend on activities. Employees funded through federal grants fall into one of these categories:

a) Employees funded through only one federal source or a single cost objective.
b) Employees funded through more than one source, one of which is federal.

At Camino Nuevo Charter Academy federally-funded employees *may* be funded from any of the following programs:

1. Title I (3010)
2. Title II (4035)
3. Title III (4201 and 4203)
4. Title IV (4127)
5. Special Education (3310)

Procedures:

Employees Funded Through Only One Federal Source
CNCA employees who are funded through only one federal source must account for their time twice annually using the Semi-Annual Certification Form. The Semi-Annual Certification must be completed at the end of October and the end of March. The following information will be included on the form:

1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Supervisor's Signature

Employees Funded Through More Than One Source, One of Which is Federal
Personnel Activity Report (PAR)

**ExED or current back-office provider in the event of a change in service*

The PAR form will be prepared monthly and coincide with the CNCA payroll schedule. The employee must confirm the percentage of hours worked while performing different activities funded through federal funding. These activities should be outlined in the employee's duty statement. The PAR form will account for an after-the-fact distribution of the actual activity for which each employee is compensated. The following information will be included on the form:

1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Employee Signature

Other Requirements/Information Regarding Time and Effort Reporting

Duty Statement

Each federally funded employee must also complete a duty statement. A duty statement is similar to a job description, but provides additional details about the specific activities and work the employee performs. If the employee's duties remain consistent throughout the school year, then only one duty statement needs to be submitted. This duty statement will be submitted with the first Time and Effort document (Semi-annual Certification or PAR form.) If an employee's duties change during the course of the school year, then a new duty statement will need to be submitted along with the employee's Time and Effort documentation form.

Submission Requirements

All forms must be submitted within two weeks of the end of the recording period to the Principal or Fiscal Designee who oversees the federal funding source from which the employee is funded.

Training

Training in regards to Time and Effort documentation will take place each year by November for all employees who have not been previously trained in the documentation procedures. New employees hired after the fall training date(s) and/or whose salaries are later designated to be paid with federal funds will be trained in Time and Effort documentation prior to the next Time and Effort documentation period.

Personnel Changes

Any employee whose salary is charged to a federal funding source will be notified by the Principal or Fiscal Designee overseeing the federal monies. Notification will be in a timely manner and prior to the completion and collection of the documentation/reports.

Record Retention

Time and effort records will be kept on file for a minimum period of three (3) years by the VP of Human Resources or Fiscal Designee of those federal funds.

Payroll Additions, Deletions, and Changes

Policy: The Chief Executive Officer, Fiscal Designee, VP of Human Resources, and Site Principals are authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

**ExED or current back-office provider in the event of a change in service*

- The VP of Human Resources or designee will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the Office Manager or designee will review electronic time cards within the payroll system to ensure they are complete and approved for that pay period. Time Recorded will include:
  - An accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
  - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon notification from the VP of Human Resources or designee that payroll for that pay period is approved. Once processed, the payroll processor ExED Accounting Manager (AM), Senior Accounting Associate (SAA), or Vice President (VP), School Finance will review the Payroll Journal Report for accuracy and completeness
- ExED will obtain approval from the Chief Executive Officer, VP of Human Resources, or Site Principals before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- If applicable, the 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Chief Executive Officer, VP of Human Resources, or Site Principals or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Chief Executive Officer, VP of Human Resources, Site Principals, or designee will distribute pay stubs to employees on the check date or otherwise ensure that employees have access to pay stubs.

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The VP of Human Resources or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.

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- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy: All purchases must be authorized by the Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals. Any expenditure in excess of $30,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds $150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

The Governing Board must approve any contract over $100,000.

Meeting food purchasing guidelines are to be followed.

Procedures:

- All purchases over $500 require a purchase requisition.
- The Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.

Meeting Food

- Sign-In Sheets are required to be submitted with purchase documentation when food is purchased or provided to staff or stakeholders

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Parent Meetings Coffee with the Principal (Cafecitos) Workshops	Allowable	Light snacks
Staff Professional Development Up to $20 per employee breakfast* Up to $30 per employee lunch* Up to $5 per employee snacks* *Including tax and tips/fees **Full Day Professional Development (6-7 hours duration)** One meal will be provided to attendees. (either breakfast or lunch). Snacks will also be provided. **Half-Day Professional Development (1-5 hours duration)** Snacks will be provided for attendees.	Allowable	Tips should not be more than15% Do not tip if delivery fee is included Receipt must show the tip included Preorder food from a vendor Gratuity (tip) paid in excess of the charter school policy is unallowed, unless automatically assessed by the restaurant.
Celebrations Baby Showers/Holiday Celebration Mother's Day/Father's Day Sport's Banquets (treat as a fundraiser)	Not Allowable	Ok: Donations and potluck Purchases for celebrations are considered gifts of public funds and therefore not allowed.
Food Delivery Service Door Dash Grub Hub Postmates Uber Eats Etc.	Allowable	When necessary to use these services costs must not exceed $30 per meal, per employee inclusive of taxes and fees.

- Food costs outside of the set totals above may be submitted for consideration. Approval of such costs is at the discretion of the Chief Executive Officer, approval is solely on the basis of the CEO's evaluation of the proposal and shall not set a precedent for future approval.

Staff Development and Team Building Activities:
This section outlines the policies governing allowable staff development expenses, including team-building activities, in compliance with state funding requirements and organizational goals.

Staff development activities, including team building exercises, are allowable expenses when they are directly related to the improvement of school operations, staff performance, and the achievement of program goals. All expenses must be reasonable and necessary.

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised June 17th, 2025

Allowable Activities

Allowable staff development expenses may include, but are not limited to:

- Professional training and workshops
- Coaching and mentoring sessions
- Team building activities that foster collaboration, communication, and morale (e.g., bowling, escape rooms, structured group challenges)

Conditions for Allowability

Team building activities must meet the following criteria:

- Serve a documented business purpose aligned with school/program goals
- Be pre-approved by the designated approving authority
- Be supported by an agenda, sign-in sheet, and written justification of the intended outcomes
- Not be purely recreational or entertainment in nature

Expense Caps and Guidelines

To ensure fiscal responsibility and compliance:

- **Annual cap**: Total expenditures on team building activities should not exceed **$2,500 per school site** per fiscal year.

Documentation Requirements

Each expense must be supported by:

- A description of the event and its connection to staff development goals
- An itemized receipt or invoice
- List of participants
- Pre-approval documentation (if applicable)
- Evaluation or feedback from attendees (recommended)

Unallowable Costs

Unallowable costs include:

- Activities that are purely social, recreational, or entertainment-based (e.g., amusement parks, parties)
- Alcoholic beverages
- Personal expenses not directly tied to program objectives

Contracts

- The Chief Executive Officer, Fiscal Designee, or Site Principals will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over $30,000. If multiple vendors are not available or do not provide bids, evidence of this will be kept in lieu of additional bids or quotes.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Chief Executive Officer, Fiscal Designee, or Site Principals will keep a record of all searches.

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- The Chief Executive Officer, Fiscal Designee, or Site Principals will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer or designee may also require that contract service providers list the school as an additional insured.
- The Chief Executive Officer will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Chief Executive Officer, Fiscal Designee, VP of Human Resources, or Site Principals will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Chief Executive Officer and Member(s) of the Governing Board, as well as any other employee participating in any procurement decision, will abide by all relevant Conflict of Interest laws, including insuring that those with the conflict will excuse themselves from discussions and from voting on the contract.

Delegation of Contractual Authority:

This section establishes guidelines for the delegation of authority to school Principals to enter into agreements on behalf of the organization, with the goal of improving operational efficiency while maintaining compliance with legal, financial, and regulatory requirements.
To streamline decision-making and improve responsiveness at the school site level, Principals are delegated authority to sign and execute contracts and agreements up to a monetary limit of **$20,000** per agreement, subject to the terms and conditions outlined below.

Scope of Authority
Under this policy, Principals are authorized to:

- Enter into agreements for goods, services, and activities directly related to school operations and programmatic needs
- Sign contracts or memoranda of understanding (MOUs) with vendors or service providers, up to a total value of **$20,000** per agreement

Limitations and Restrictions
The following limitations apply:

- No contract may be split or structured to circumvent the $20,000 cap.
- Agreements exceeding $20,000 must be submitted to the **Chief Executive Officer (CEO)** for review and approval.
- Principals may not enter into any agreement involving:
    - Real estate transactions
    - Employment or personnel matters
    - Legal settlements or liabilities
    - Agreements requiring board approval by policy or law

Pre-Approval and Review

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- All agreements must be reviewed for fiscal impact and legal compliance by Finance or designee prior to signature.
- Standardized contract templates should be used whenever possible.
- The CEO retains the right to revoke or modify this delegation at any time.

Documentation and Recordkeeping
Each site must maintain a file of all executed agreements signed under this delegation, including:

- A copy of the signed agreement
- Supporting documentation and rationale
- Proof of fiscal and legal review (if applicable)
- Date of execution and term of agreement

Oversight and Compliance

- The Finance Department shall periodically audit school site agreements to ensure compliance with this policy.
- Any violations may result in revocation of delegation authority and/or disciplinary action, as appropriate.

Credit Cards

Policy: Organization credit card accounts shall only be established with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases above $500.
- The Chief Executive Officer is responsible for deciding which employees may have an organization credit card and will set expectations for the use of the card and all related supporting records. Employees who are not able to consistently meet these expectations should not have an organization credit card and will relinquish access and use of card.
- Tipping shall be applied to transportation and meal costs only.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Chief Executive Officer. Should the Chief Executive Officer be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. The Useof such points or discounts is at the discretion of the Chief Executive Officer and should be used for the benefit of the organization.

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- Upon termination, the employee shall immediately return the credit card and all receipts to the VP of Human Resources.

Credit Card – Tiered Access by Role and Seniority

Tier	Seniority Level	Eligible Roles	Credit Card Limit	Notes
Tier 1	Executive & School Leadership	CEO, Vice Presidents, Senior Directors, Principals	**$20,000**	Strategic leadership; large-scale operational needs.
Tier 2	Upper-Mid Management	Directors, Regional Operations Managers	**$15,000**	Campus- or department-level oversight; frequent purchasing or travel.
Tier 3	Program & Site Leads	Assistant Directors	**$5,000**	Lead school programs or initiatives requiring purchasing authority.
Tier 4	Admin & Operations Support	Executive Assistants, Office Managers	**$2,000–$3,000**	Admin and site-level logistics, supplies, and support needs.

Debit Cards

Policy: Organization debit cards are not permitted.

Procedures:
If a debit card is automatically issued by the bank, the Chief Executive Officer or designee will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Gift Cards

Policy: Gift cards purchased with Non-Government grant funds awarded to Camino Nuevo Charter Academy (CNCA) need to follow the CNCA purchasing policies as well as Internal Revenue Service ("IRS") guidelines. Gift cards are treated as cash gifts and we may not make a gift of public CNCA funds. The award of gift cards (i.e.: Visa, In-n-Out, iTunes, etc.) or cash prizes using CNCA funds to employees, students, and community members for any purpose is expressly prohibited. This policy is designed to lay out circumstances and protocols for when gift card purchases may be allowable.

In rare circumstances, Non-Government grant awards may stipulate the use of gift cards to meet grant requirements. Gift cards are treated as cash and should not be purchased without express permission

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from the Chief Executive Officer or the Fiscal Designee and for a specific project (such as to fulfill the requirements of a grant agreement or specific project). For gift card purchased with Non-Government Grant funds, the grant proposal and/or grant agreement must specify a) why gift cards are being purchased; b) how the gift cards will be used; and c) how they will be distributed. Purchases not complying with grant and organization requirements may result in loss of funding.

- Gift cards may only be purchased when fulfilling a grant requirement.
- Gift cards must be distributed within the same fiscal year of purchase.
- Any gift cards not distributed at the end of the school year need to be immediately turned into the Fiscal Designee or the Home Support Office for safekeeping or redistribution.
- Gift cards cannot be used to make purchases outside the normal purchasing procedures for the CNCA. Using gift cards to purchase supplies or other items bypasses the normal approval process and controls. This also results in possible unauthorized sales tax as well as unused balances which are difficult to document for audit purposes.

This procedure applies to all CNCA employees, representatives, and students.

Procedures:
(Gift Card Purchase Form) The Gift Card Purchase Form, when completed, is an executed Authorization for the Purchase of Gift Cards and is required for gift card transactions. Information to be completed includes the following:

1. Funds to be used to purchase gift cards (including grant name)
2. Intended Use of gift cards/
3. Vendor Name
4. Aggregate Amount of gift cards
5. Description (number/face amount to be purchased)
6. Distribution plan, including month/year to be distributed
7. Purchaser's name and signature
8. Date
9. Appropriate authorized name and signature

A copy of the approved grant proposal/funding award must be submitted with the gift card purchase form.

The individual distributing the gift cards/ must document each
time a gift card/ is disbursed for the following: date of distribution; recipient's name; recipient's status (student, employee, non-employee)*; gift card number.

*If it is determined in any calendar year a non-employee has received an amount of $600.00 or more, the issuing department will be responsible for obtaining an IRS Form W-9 from the recipient.

Violations of this Procedure:
Violations of this procedure or failure to timely cooperate in compliance by any individuals who purchase or distribute gift cards/certificates on behalf of CNCA may result in forfeiture of funding.

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Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

- The Chief Executive Officer has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must approve all invoices. The following procedures will be performed either manually or electronically.

Procedures:

- When receiving tangible goods from a vendor, the Office Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- For invoices that are received manually (e.g., via email or mail)
    - The Office Manager will open and review invoices and bills and will notify the Chief Executive Officer, Fiscal Designee, or Site Principals of any unexpected or unauthorized expense.
    - The Office Manager will code invoices to the correct budget line.
- For electronic invoices that are sent directly from the vendor to the procurement system
    - The procurement system will automatically receive the electronic invoice against the purchase order.
    - The procurement system will copy the coding from the purchase order to the electronic invoice.
    - The procurement system will create an E-Invoice document to reflect the electronic invoice data it received from the vendor.
- Invoices are then routed to the Chief Executive Officer, Fiscal Designee, or Site Principals for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.

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- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Vendor payments will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures: Two methods are used to issue vendor payments:

Bank Check

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Chief Executive Officer's facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
    - Original – mailed or delivered to payee
    - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check or added digitally to the check image, if image in the check was not yet printed.
- Hand checks may be signed by the Chief Executive Officer or designee and by the Chief Administrative Officer; as long as there is complete invoice documentation or employee pay calculation documentation.
- The Chief Executive Officer may sign hand-checks up to $10,000.
- Bank Checks will be considered stale dated in alignment with the timeline for Nvoicepay/Corpay, which is currently 180 days. The organization will provide ExED with direction regarding re-issuing payments for each stale dated item in timely manner and will complete any steps required to void the bank check, such as a Stop Payment order with the bank.

Nvoicepay/Corpay (outsourced payment provider)

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's

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accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Petty Cash

Policy: No Petty cash will be kept on site.

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Chief Executive Officer, Fiscal Designee, or Site Principals may incur school-related expenses without pre-approval.

Procedures:
- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Chief Executive Officer, Fiscal Designee, or Site Principals.
- Employees will submit signed expense reports within 30 days of incurring the expense to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Chief Executive Officer expense reports must be approved by a member of the board via either a signature, email, or through Spendbridge.
- The Office Manager will submit the approved expense report and copies of the supporting documentation to ExED.
- ExED will issue a reimbursement check during the next regular check run following receipt of appropriate and complete documentation.
- Employees and volunteers will submit expense reports within 60-days and/or within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.
- The Chief Executive Officer will determine which administrative staff is eligible for monthly tech reimbursement not to exceed $35 per calendar month.

Travel Expenses

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must pre-approve all school

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related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 75 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established State of California per diem rate found at (http://www.gsa.gov/portal/category/100120 - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Tipping shall be applied to transportation and meal costs only.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis or group ride services may be more economical. Employees should choose between long-term parking or a taxi/ride service based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Chief Executive Officer and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The Chief Executive Officer will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

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Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of $5,000 or more and with a useful life of more than one year.

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Chief Executive Officer will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Executive Officer or the Fiscal Designee will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.
- The organization is responsible for maintaining compliant inventory lists of all items required under state or federal program guidelines, including items which fall below the capitalization threshold listed above.

Leases

Policy: All contracts that meet the following criteria shall be reported as a lease in accordance with ASC 842:

1. The contract conveys the right to control the use of an identified asset (land, buildings, equipment) for a period of time greater than 12 months in exchange for payment.
2. The net present value (NPV) of the leased asset over the term of the lease, including any options to renew, exceeds the organization's capitalization threshold ($5,000)

Leases are classified as either finance or operating. The lease classification determines the accounting requirements. If the organization is not sure whether a contract contains a lease, it will seek guidance from legal counsel and/or their audit firm to make the determination.

Procedures:

- The Chief Executive Officer or fiscal designee will notify ExED of leases that meet the requirements listed above as they arise, but no later than the quarter end, by completing the ExED Lease Data Collection Form. The form assists in determining if a lease is a finance or operating lease.
- ExED will recognize and initially measure all leases as of the lease commencement date by recording a right-of-use asset and a lease liability on the balance sheet.
- To determine the (NPV) of the lease asset, the organization will:
    - use the rate implicit in the lease when readily determinable.

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    - In cases where the implicit rate is not readily determinable, employ a risk-free discount rate corresponding to the lease term, referencing SLGS Daily Rate Table for the risk-free determination.
- ExED will record all subsequent entries as required by the type of lease (operating or finance) on a monthly or annual basis.

Loans & Lines of Credit

Policy: The Governing Board will approve all loans or Lines of Credit from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents.
Employee loans, including salary advances, are not allowed.

Procedures:
- The Chief Executive Officer and/or Governing Board designee shall review and sign the promissory note or Line of Credit agreement before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.
- Any draw of funds from a Line of Credit shall require written approval from the Executive Director and the Board Treasurer.

Insurance

Policy: The organization will maintain insurance with a high-quality insurance agency at all times for:
- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:
- The Chief Executive Officer will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- CNCA will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

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Policy: Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage though his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the Chief Executive Officer and the Governing Board as part of each financial report presented to the Board..
- It is the responsibility of the Chief Executive Officer and the Governing Board to understand the organization's cash situation and it is the responsibility of the Chief Executive Officer to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify the use of the Operating Reserves.

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Fiscal Policies & Procedures

Camino Nuevo Charter Academy

Approved by the Board of Directors, June 17th, 2025

CNCA Fiscal Policies & Procedures

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised ~~December 3rd, 2024~~June 17th, 2025

Introduction

The Governing Board of Camino Nuevo Charter Academy (CNCA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CNCA to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED* Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation using ExED's bank reconciliation workbook.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by completing the approval tab of the bank reconciliation workbook.

**ExED or current back-office provider in the event of a change in service*

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised ~~December 3rd, 2024~~June 17th, 2025

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation until the prior year audit has been completed.
- ExED will make the financial records available to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
- Paper financial records, to the extent that they exist, will be shredded at the end of their retention period and the organization will keep a general record of what was destroyed.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Chief Executive Officer.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Chief Executive Officer's performance annually and establishes compensation.
- Reviews and approves all contracts over $100,000.
- Commissions the annual financial audit by an independent third-party auditor approved by the State of California.

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- Approves the annual financial audit before submission, when possible, but otherwise no later than by January 31, unless there has been an approved audit extension, in which case the audit will be accepted as soon as possible following completion.
- Appoints someone else to perform the duties of the Chief Executive Officer in the case of absence and/or approves the appointment of someone who has been so assigned by the Executive Director.

Chief Executive Officer

- Is responsible for all operations and activities related to financial management.
- Develops the Home Support Office and Consolidated organization annual budget with ExED.
- Approves Site Budgets developed by Site Principals and ExED.
- Reviews and approves all contracts under $100,000.

Chief Executive Officer and/or Designee

- Reviews and approves all expenditures.
- Develops annual site budget with ExED.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days. During the mandatory vacation, responsibilities shall shift to another employee who has been cross-trained in those responsibilities.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Chief Executive Officer, Treasurer, and the Fiscal Designee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

**ExED or current back-office provider in the event of a change in service*

- The Chief Executive Officer will work together with the Fiscal Designee, Department of Human Resources, and Site Principals to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Chief Executive Officer and Fiscal Designee, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED or the Fiscal Designee will present a draft budget to the Board prior to the end of the fiscal year.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board. ExEd will work with the organization's leadership to prepare updated financial statements for presentation to the Governing Board in alignment with the Board's schedule of regular meetings.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also provide a check register each month to the Chief Executive Officer, Fiscal Designee, and Site Principals.
- The Chief Executive Officer, Fiscal Designee, Site Principals, and Board Treasurer will review financial reports each month.
- ExEd and/or The Director of Finance and Business Services and/or Fiscal Designee and/or the Treasurer will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133.* The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/), in order to properly conduct the audit engagement. The State Controller's Office publishes a list of registered auditors (which can be found at https://cpads.sco.ca.gov/) from which the audit firm should be selected (per Education Code 41020).

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After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020). The State Controller's Office publishes a list of registered auditors (which can be found at https://cpads.sco.ca.gov/) from which the audit firm should be selected (per Education Code 41020).

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board. However, no staff members of the organization and any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee. The Board Treasurer, due to their direct involvement in financial oversight, shall also not serve on the committee. Other officers may serve on the Audit Committee, but their inclusion should be carefully considered to maintain the committee's independence and avoid any potential conflicts of interest.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and accept the audit no later than January 31.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15, unless an approved audit extension is in place

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer and the organization to complete the organization's tax returns.
    - The Chief Executive Officer or Director of Finance or Fiscal Designee will review the tax returns before submitting to the Governing Board for reviewprior to submission. The tax returns will include an explanation of the method by which the Governing Board receives the returns prior to submission.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: Paycom will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

**ExED or current back-office provider in the event of a change in service*

Procedures:

- Paycom will prepare and file employee W2s by January 31 each year. If this date falls on a Saturday, Sunday, or legal holiday, the deadline will be the next business day.
- Paycom will deposit and file federal, state withholding and state disability taxes and quarterly tax returns.
- Paycom will deposit and file state unemployment taxes and quarterly payroll tax reports by the filing deadline.
- Paycom will deposit and file all federal and state taxes and tax returns.

Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Executive Officer, Fiscal Designee, or Site Principals will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Office Manager immediately.
- The Office Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box.*
- The office manager will immediately put the funds in the secure Drop Safe used for Armored services weekly pick-up.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.

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- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made per assigned schedule set-up by the Chief Executive Officer, Fiscal Designee, or Site Principals.

Procedures:
- The Office Manager will restrictively endorse each check received (e.g. For Deposit Only Camino Nuevo Charter Academy).
- The Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The Chief Executive Officer, Fiscal Designee, or Site Principals will review and approve the deposit packet.
- The Office Manager will provide the deposit packet to the Home Support Office.
- The Home Support Office Manager or designee will make the deposit using software from the organization's banking institutionand attach the deposit receipt to a copy of the deposit packet that includes scanned pdf images of the checks deposited.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box.*
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis. Under the supervision of the Chief Executive Officer, VP of Human Resources, and Site Principals, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:
- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.

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- Supervisors will return, either physically or via the payroll system, incomplete or incorrect timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return. If no timesheet is submitted, the organization will pay the employee for the best estimate of hours worked and will update to the accurate hours as soon as possible.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Time and Effort Reporting

Policy: Federal Uniform Guidance, 2 CFR 200, requires that employees funded through federal funds document the time they spend on activities. Employees funded through federal grants fall into one of these categories:

a) Employees funded through only one federal source or a single cost objective.
b) Employees funded through more than one source, one of which is federal.

At Camino Nuevo Charter Academy federally-funded employees *may* be funded from any of the following programs:

1. Title I (3010)
2. Title II (4035)
3. Title III (4201 and 4203)
4. Title IV (4127)
5. Special Education (3310)

Procedures:

Employees Funded Through Only One Federal Source
CNCA employees who are funded through only one federal source must account for their time twice annually using the Semi-Annual Certification Form. The Semi-Annual Certification must be completed at the end of October and the end of March. The following information will be included on the form:

1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Supervisor's Signature

Employees Funded Through More Than One Source, One of Which is Federal
Personnel Activity Report (PAR)

**ExED or current back-office provider in the event of a change in service*

The PAR form will be prepared monthly and coincide with the CNCA payroll schedule. The employee must confirm the percentage of hours worked while performing different activities funded through federal funding. These activities should be outlined in the employee's duty statement. The PAR form will account for an after-the-fact distribution of the actual activity for which each employee is compensated. The following information will be included on the form:

1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Employee Signature

Other Requirements/Information Regarding Time and Effort Reporting

Duty Statement

Each federally funded employee must also complete a duty statement. A duty statement is similar to a job description, but provides additional details about the specific activities and work the employee performs. If the employee's duties remain consistent throughout the school year, then only one duty statement needs to be submitted. This duty statement will be submitted with the first Time and Effort document (Semi-annual Certification or PAR form.) If an employee's duties change during the course of the school year, then a new duty statement will need to be submitted along with the employee's Time and Effort documentation form.

Submission Requirements

All forms must be submitted within two weeks of the end of the recording period to the Principal or Fiscal Designee who oversees the federal funding source from which the employee is funded.

Training

Training in regards to Time and Effort documentation will take place each year by November for all employees who have not been previously trained in the documentation procedures. New employees hired after the fall training date(s) and/or whose salaries are later designated to be paid with federal funds will be trained in Time and Effort documentation prior to the next Time and Effort documentation period.

Personnel Changes

Any employee whose salary is charged to a federal funding source will be notified by the Principal or Fiscal Designee overseeing the federal monies. Notification will be in a timely manner and prior to the completion and collection of the documentation/reports.

Record Retention

Time and effort records will be kept on file for a minimum period of three (3) years by the VP of Human Resources or Fiscal Designee of those federal funds.

Payroll Additions, Deletions, and Changes

Policy: The Chief Executive Officer, Fiscal Designee, VP of Human Resources, and Site Principals are authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

**ExED or current back-office provider in the event of a change in service*

- The VP of Human Resources or designee will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the Office Manager or designee will review electronic time cards within the payroll system to ensure they are complete and approved for that pay period. Time Recorded will include:
  - An accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
  - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon notification from the VP of Human Resources or designee that payroll for that pay period is approved. Once processed, the payroll processor ExED Accounting Manager (AM), Senior Accounting Associate (SAA), or Vice President (VP), School Finance will review the Payroll Journal Report for accuracy and completeness
- ExED will obtain approval from the Chief Executive Officer, VP of Human Resources, or Site Principals before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- If applicable, the 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Chief Executive Officer, VP of Human Resources, or Site Principals or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Chief Executive Officer, VP of Human Resources, Site Principals, or designee will distribute pay stubs to employees on the check date or otherwise ensure that employees have access to pay stubs.

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The VP of Human Resources or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.

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- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy~~: All~~: All purchases must be authorized by the Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals. Any expenditure in excess of $30,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds $150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

The Governing Board must approve any contract over $100,000.

Meeting food purchasing guidelines are to be followed.

Procedures:

- All purchases over $500 require a purchase requisition.
- The Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.

Meeting Food

- Sign-In Sheets are required to be submitted with purchase documentation when food is purchased or provided to staff or stakeholders

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Parent Meetings Coffee with the Principal (Cafecitos) Workshops	Allowable	Light snacks
Staff Professional Development Up to $20 per employee breakfast* Up to $30 per employee lunch* Up to $5 per employee snacks* *Including tax and tips/fees **Full Day Professional Development (6-7 hours duration)** One meal will be provided to attendees. (either breakfast or lunch). Snacks will also be provided. **Half-Day Professional Development (1-5 hours duration)** Snacks will be provided for attendees.	Allowable	Tips should not be more than15% Do not tip if delivery fee is included Receipt must show the tip included Preorder food from a vendor Gratuity (tip) paid in excess of the charter school policy is unallowed, unless automatically assessed by the restaurant.
Celebrations Baby Showers/Holiday Celebration Mother's Day/Father's Day Sport's Banquets (treat as a fundraiser)	Not Allowable	Ok: Donations and potluck Purchases for celebrations are considered gifts of public funds and therefore not allowed.
Food Delivery Service Door Dash Grub Hub Postmates Uber Eats Etc.	Allowable	When necessary to use these services costs must not exceed $30 per meal, per employee inclusive of taxes and fees.

- Food costs outside of the set totals above may be submitted for consideration. Approval of such costs is at the discretion of the Chief Executive Officer; approval is solely on the basis of the CEO's evaluation of the proposal and shall not set a precedent for future approval.

Staff Development and Team Building Activities:
This section outlines the policies governing allowable staff development expenses, including team-building activities, in compliance with state funding requirements and organizational goals.

Staff development activities, including team building exercises, are allowable expenses when they are directly related to the improvement of school operations, staff performance, and the achievement of program goals. All expenses must be reasonable and necessary.

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised ~~December 3rd, 2024~~June 17th, 2025

Allowable Activities

Allowable staff development expenses may include, but are not limited to:

- Professional training and workshops
- Coaching and mentoring sessions
- Team building activities that foster collaboration, communication, and morale (e.g., bowling, escape rooms, structured group challenges)

Conditions for Allowability

Team building activities must meet the following criteria:

- Serve a documented business purpose aligned with school/program goals
- Be pre-approved by the designated approving authority
- Be supported by an agenda, sign-in sheet, and written justification of the intended outcomes
- Not be purely recreational or entertainment in nature

Expense Caps and Guidelines

To ensure fiscal responsibility and compliance:

- **Annual cap**: Total expenditures on team building activities should not exceed **$2,500 per school site** per fiscal year.

Documentation Requirements

Each expense must be supported by:

- A description of the event and its connection to staff development goals
- An itemized receipt or invoice
- List of participants
- Pre-approval documentation (if applicable)
- Evaluation or feedback from attendees (recommended)

Unallowable Costs

Unallowable costs include:

- Activities that are purely social, recreational, or entertainment-based (e.g., amusement parks, parties)
- Alcoholic beverages
- Personal expenses not directly tied to program objectives

Contracts

- The Chief Executive Officer, Fiscal Designee, or Site Principals will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over $30,000. If multiple vendors are not available or do not provide bids, evidence of this will be kept in lieu of additional bids or quotes.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Chief Executive Officer, Fiscal Designee, or Site Principals will keep a record of all searches.

**ExED or current back-office provider in the event of a change in service*

- The Chief Executive Officer, Fiscal Designee, or Site Principals will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer or designee may also require that contract service providers list the school as an additional insured.
- The Chief Executive Officer will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Chief Executive Officer, Fiscal Designee, VP of Human Resources, or Site Principals will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Chief Executive Officer and Member(s) of the Governing Board, as well as any other employee participating in any procurement decision, will abide by all relevant Conflict of Interest laws, including insuring that those with the conflict will excuse themselves from discussions and from voting on the contract.

Delegation of Contractual Authority:

This section establishes guidelines for the delegation of authority to school Principals to enter into agreements on behalf of the organization, with the goal of improving operational efficiency while maintaining compliance with legal, financial, and regulatory requirements.
To streamline decision-making and improve responsiveness at the school site level, Principals are delegated authority to sign and execute contracts and agreements up to a monetary limit of **$20,000** per agreement, subject to the terms and conditions outlined below.

Scope of Authority
Under this policy, Principals are authorized to:

- Enter into agreements for goods, services, and activities directly related to school operations and programmatic needs
- Sign contracts or memoranda of understanding (MOUs) with vendors or service providers, up to a total value of **$20,000** per agreement

Limitations and Restrictions
The following limitations apply:

- No contract may be split or structured to circumvent the $20,000 cap.
- Agreements exceeding $20,000 must be submitted to the **Chief Executive Officer (CEO)** for review and approval.
- Principals may not enter into any agreement involving:
    - Real estate transactions
    - Employment or personnel matters
    - Legal settlements or liabilities
    - Agreements requiring board approval by policy or law

Pre-Approval and Review

**ExED or current back-office provider in the event of a change in service*

- All agreements must be reviewed for fiscal impact and legal compliance by Finance or designee prior to signature.
- Standardized contract templates should be used whenever possible.
- The CEO retains the right to revoke or modify this delegation at any time.

Documentation and Recordkeeping
Each site must maintain a file of all executed agreements signed under this delegation, including:

- A copy of the signed agreement
- Supporting documentation and rationale
- Proof of fiscal and legal review (if applicable)
- Date of execution and term of agreement

Oversight and Compliance

- The Finance Department shall periodically audit school site agreements to ensure compliance with this policy.
- Any violations may result in revocation of delegation authority and/or disciplinary action, as appropriate.

Credit Cards

Policy: Organization credit card accounts shall only be established with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases above $500.
- The Chief Executive Officer is responsible for deciding which employees may have an organization credit card and will set expectations for the use of the card and all related supporting records. Employees who are not able to consistently meet these expectations should not have an organization credit card and will relinquish access and use of card.
- Tipping shall be applied to transportation and meal costs only.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Chief Executive Officer. Should the Chief Executive Officer be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. The Useof such points or discounts is at the discretion of the Chief Executive Officer and should be used for the benefit of the organization.

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- Upon termination, the employee shall immediately return the credit card and all receipts to the VP of Human Resources.

Credit Card – Tiered Access by Role and Seniority

Tier	Seniority Level	Eligible Roles	Credit Card Limit	Notes
Tier 1	Executive & School Leadership	CEO, Vice Presidents, Senior Directors, Principals	$20,000	Strategic leadership; large-scale operational needs.
Tier 2	Upper-Mid Management	Directors, Regional Operations Managers	$15,000	Campus- or department-level oversight; frequent purchasing or travel.
Tier 3	Program & Site Leads	Assistant Directors	$5,000	Lead school programs or initiatives requiring purchasing authority.
Tier 4	Admin & Operations Support	Executive Assistants, Office Managers	$2,000–$3,000	Admin and site-level logistics, supplies, and support needs.

Debit Cards

Policy: Organization debit cards are not permitted.

Procedures:
If a debit card is automatically issued by the bank, the Chief Executive Officer or designee will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Gift Cards

Policy: Gift cards purchased with Non-Government grant funds awarded to Camino Nuevo Charter Academy (CNCA) need to follow the CNCA purchasing policies as well as Internal Revenue Service ("IRS") guidelines. Gift cards are treated as cash gifts and we may not make a gift of public CNCA funds. The award of gift cards (i.e.: Visa, In-n-Out, iTunes, etc.) or cash prizes using CNCA funds to employees, students, and community members for any purpose is expressly prohibited. This policy is designed to lay out circumstances and protocols for when gift card purchases may be allowable.

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised ~~December 3rd, 2024~~June 17th, 2025

In rare circumstances, Non-Government grant awards may stipulate the use of gift cards to meet grant requirements. Gift cards are treated as cash and should not be purchased without express permission from the Chief Executive Officer or the Fiscal Designee and for a specific project (such as to fulfill the requirements of a grant agreement or specific project). For gift card purchased with Non-Government Grant funds, the grant proposal and/or grant agreement must specify a) why gift cards are being purchased; b) how the gift cards will be used; and c) how they will be distributed. Purchases not complying with grant and organization requirements may result in loss of funding.

- Gift cards may only be purchased when fulfilling a grant requirement.
- Gift cards must be distributed within the same fiscal year of purchase.
- Any gift cards not distributed at the end of the school year need to be immediately turned into the Fiscal Designee or the Home Support Office for safekeeping or redistribution.
- Gift cards cannot be used to make purchases outside the normal purchasing procedures for the CNCA. Using gift cards to purchase supplies or other items bypasses the normal approval process and controls. This also results in possible unauthorized sales tax as well as unused balances which are difficult to document for audit purposes.

This procedure applies to all CNCA employees, representatives, and students.

Procedures:
(Gift Card Purchase Form) The Gift Card Purchase Form, when completed, is an executed Authorization for the Purchase of Gift Cards and is required for gift card transactions. Information to be completed includes the following:

1. Funds to be used to purchase gift cards (including grant name)
2. Intended Use of gift cards/
3. Vendor Name
4. Aggregate Amount of gift cards
5. Description (number/face amount to be purchased)
6. Distribution plan, including month/year to be distributed
7. Purchaser's name and signature
8. Date
9. Appropriate authorized name and signature

A copy of the approved grant proposal/funding award must be submitted with the gift card purchase form.

The individual distributing the gift cards/ must document each
time a gift card/ is disbursed for the following: date of distribution; recipient's name; recipient's status (student, employee, non-employee)*; gift card number.

*If it is determined in any calendar year a non-employee has received an amount of $600.00 or more, the issuing department will be responsible for obtaining an IRS Form W-9 from the recipient.

Violations of this Procedure:
Violations of this procedure or failure to timely cooperate in compliance by any individuals who purchase or distribute gift cards/certificates on behalf of CNCA may result in forfeiture of funding.

**ExED or current back-office provider in the event of a change in service*

Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

- The Chief Executive Officer has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must approve all invoices. The following procedures will be performed either manually or electronically.

Procedures:

- When receiving tangible goods from a vendor, the Office Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- For invoices that are received manually (e.g., via email or mail)
    - The Office Manager will open and review invoices and bills and will notify the Chief Executive Officer, Fiscal Designee, or Site Principals of any unexpected or unauthorized expense.
    - The Office Manager will code invoices to the correct budget line.
- For electronic invoices that are sent directly from the vendor to the procurement system
    - The procurement system will automatically receive the electronic invoice against the purchase order.
    - The procurement system will copy the coding from the purchase order to the electronic invoice.
    - The procurement system will create an E-Invoice document to reflect the electronic invoice data it received from the vendor.
- Invoices are then routed to the Chief Executive Officer, Fiscal Designee, or Site Principals for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.

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- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Vendor payments will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures: Two methods are used to issue vendor payments:

Bank Check

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Chief Executive Officer's facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
    - Original – mailed or delivered to payee
    - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check or added digitally to the check image, if image in the check was not yet printed.
- Hand checks may be signed by the Chief Executive Officer or designee and by the Chief Administrative Officer; as long as there is complete invoice documentation or employee pay calculation documentation.
- The Chief Executive Officer may sign hand-checks up to $10,000.
- Bank Checks will be considered stale dated in alignment with the timeline for Nvoicepay/Corpay, which is currently 180 days. The organization will provide ExED with direction regarding re-issuing payments for each stale dated item in timely manner and will complete any steps required to void the bank check, such as a Stop Payment order with the bank.

Nvoicepay/Corpay (outsourced payment provider)

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's

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accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Petty Cash

Policy: No Petty cash will be kept on site.

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Chief Executive Officer, Fiscal Designee, or Site Principals may incur school-related expenses without pre-approval.

Procedures:
- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Chief Executive Officer, Fiscal Designee, or Site Principals.
- Employees will submit signed expense reports within 30 days of incurring the expense to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Chief Executive Officer expense reports must be approved by a member of the board via either a signature, email, or through Spendbridge.
- The Office Manager will submit the approved expense report and copies of the supporting documentation to ExED.
- ExED will issue a reimbursement check during the next regular check run following receipt of appropriate and complete documentation.
- Employees and volunteers will submit expense reports within 60-days and/or within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.
- The Chief Executive Officer will determine which administrative staff is eligible for monthly tech reimbursement not to exceed $35 per calendar month.

Travel Expenses

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must pre-approve all school

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related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 75 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established State of California per diem rate found at (http://www.gsa.gov/portal/category/100120 - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Tipping shall be applied to transportation and meal costs only.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis or group ride services may be more economical. Employees should choose between long-term parking or a taxi/ride service based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Chief Executive Officer and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The Chief Executive Officer will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

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Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of $5,000 or more and with a useful life of more than one year.

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Chief Executive Officer will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Executive Officer or the Fiscal Designee will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.
- The organization is responsible for maintaining compliant inventory lists of all items required under state or federal program guidelines, including items which fall below the capitalization threshold listed above.

Leases

Policy: All contracts that meet the following criteria shall be reported as a lease in accordance with ASC 842:

1. The contract conveys the right to control the use of an identified asset (land, buildings, equipment) for a period of time greater than 12 months in exchange for payment.
2. The net present value (NPV) of the leased asset over the term of the lease, including any options to renew, exceeds the organization's capitalization threshold ($5,000)

Leases are classified as either finance or operating. The lease classification determines the accounting requirements. If the organization is not sure whether a contract contains a lease, it will seek guidance from legal counsel and/or their audit firm to make the determination.

Procedures:

- The Chief Executive Officer or fiscal designee will notify ExED of leases that meet the requirements listed above as they arise, but no later than the quarter end, by completing the ExED Lease Data Collection Form. The form assists in determining if a lease is a finance or operating lease.
- ExED will recognize and initially measure all leases as of the lease commencement date by recording a right-of-use asset and a lease liability on the balance sheet.
- To determine the (NPV) of the lease asset, the organization will:
    - use the rate implicit in the lease when readily determinable.

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    - In cases where the implicit rate is not readily determinable, employ a risk-free discount rate corresponding to the lease term, referencing SLGS Daily Rate Table for the risk-free determination.
- ExED will record all subsequent entries as required by the type of lease (operating or finance) on a monthly or annual basis.

Loans & Lines of Credit

Policy: The Governing Board will approve all loans or Lines of Credit from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents.
Employee loans, including salary advances, are not allowed.

Procedures:
- The Chief Executive Officer and/or Governing Board designee shall review and sign the promissory note or Line of Credit agreement before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.
- Any draw of funds from a Line of Credit shall require written approval from the Executive Director and the Board Treasurer.

Insurance

Policy: The organization will maintain insurance with a high-quality insurance agency at all times for:
- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:
- The Chief Executive Officer will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- CNCA will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

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Policy: Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage though his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the Chief Executive Officer and the Governing Board as part of each financial report presented to the Board..
- It is the responsibility of the Chief Executive Officer and the Governing Board to understand the organization's cash situation and it is the responsibility of the Chief Executive Officer to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify the use of the Operating Reserves.

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Fiscal Policies Updates for June 2025 Board Meeting:

The following are three added segments to Fiscal Policies for review and consideration.

Summary of Add Ons:

1. Staff Development and Team Building Activities (Pg.12)
    a. This section is being added per the recommendation and feedback by LAUSD to include a segment in fiscal policies outlining allowable staff development expenses, including team-building activities.
2. Delegation of Contractual Authority (Pg.14)
    a. This added section establishes guidelines for the delegation of authority to school Principals to enter into agreements on behalf of the organization, with the goal of improving operational efficiency while maintaining compliance with legal, financial, and regulatory requirements.
3. Credit Card- Tiered Access by Role and Seniority (Pg.16)
    a. This section was added to demonstrate a tier system of eligible roles that can be approved for credit cards with established credit limit caps and norms of credit use by position.

Credit Card – Tiered Access by Role and Seniority

Tier	Seniority Level	Eligible Roles	Credit Card Limit	Notes
Tier 1	Executive & School Leadership	CEO, Vice Presidents, Senior Directors, Principals	**$20,000**	Strategic leadership; large-scale operational needs.
Tier 2	Upper-Mid Management	Directors, Regional Operations Managers	**$15,000**	Campus- or department-level oversight; frequent purchasing or travel.
Tier 3	Program & Site Leads	Assistant Directors	**$5,000**	Lead school programs or initiatives requiring purchasing authority.
Tier 4	Admin & Operations Support	Executive Assistants, Office Managers	**$2,000–$3,000**	Admin and site-level logistics, supplies, and support needs.

Section: Staff Development and Team Building Activities

1. Purpose

This section outlines the policies governing allowable staff development expenses, including team-building activities, in compliance with state funding requirements and organizational goals.

2. Policy Statement

Staff development activities, including team building exercises, are allowable expenses when they are directly related to the improvement of school operations, staff performance, and the achievement of program goals. All expenses must be reasonable and necessary.

3. Allowable Activities

Allowable staff development expenses may include, but are not limited to:

- Professional training and workshops
- Coaching and mentoring sessions
- Team building activities that foster collaboration, communication, and morale (e.g., bowling, escape rooms, structured group challenges)

4. Conditions for Allowability

Team building activities must meet the following criteria:

- Serve a documented business purpose aligned with school/program goals
- Be pre-approved by the designated approving authority
- Be supported by an agenda, sign-in sheet, and written justification of the intended outcomes
- Not be purely recreational or entertainment in nature

5. Expense Caps and Guidelines

To ensure fiscal responsibility and compliance:

- **Annual cap**: Total expenditures on team building activities should not exceed **$2,500 per school site** per fiscal year.

6. Documentation Requirements

Each expense must be supported by:

- A description of the event and its connection to staff development goals
- An itemized receipt or invoice
- List of participants
- Pre-approval documentation (if applicable)
- Evaluation or feedback from attendees (recommended)

7. Unallowable Costs

Unallowable costs include:

- Activities that are purely social, recreational, or entertainment-based (e.g., amusement parks, parties)
- Alcoholic beverages
- Personal expenses not directly tied to program objectives

Section: Delegation of Contractual Authority

1. Purpose

This section establishes guidelines for the delegation of authority to school Principals to enter into agreements on behalf of the organization, with the goal of improving operational efficiency while maintaining compliance with legal, financial, and regulatory requirements.

2. Policy Statement

To streamline decision-making and improve responsiveness at the school site level, Principals are delegated authority to sign and execute contracts and agreements up to a monetary limit of **$20,000** per agreement, subject to the terms and conditions outlined below.

3. Scope of Authority

Under this policy, Principals are authorized to:

- Enter into agreements for goods, services, and activities directly related to school operations and programmatic needs
- Sign contracts or memoranda of understanding (MOUs) with vendors or service providers, up to a total value of **$20,000** per agreement

4. Limitations and Restrictions

The following limitations apply:

- No contract may be split or structured to circumvent the $20,000 cap.
- Agreements exceeding $20,000 must be submitted to the **Chief Executive Officer (CEO)** for review and approval.
- Principals may not enter into any agreement involving:
    - Real estate transactions
    - Employment or personnel matters
    - Legal settlements or liabilities
    - Agreements requiring board approval by policy or law

5. Pre-Approval and Review

- All agreements must be reviewed for fiscal impact and legal compliance by the Finance or designee prior to signature.
- Standardized contract templates should be used whenever possible.
- The CEO retains the right to revoke or modify this delegation at any time.

6. Documentation and Recordkeeping

Each site must maintain a file of all executed agreements signed under this delegation, including:

- A copy of the signed agreement
- Supporting documentation and rationale
- Proof of fiscal and legal review (if applicable)
- Date of execution and term of agreement

7. Oversight and Compliance

- The Finance Department shall periodically audit school site agreements to ensure compliance with this policy.
- Any violations may result in revocation of delegation authority and/or disciplinary action, as appropriate.

Coversheet

Commercial Insurance Policy Contract With CharterSafe

Section: IV. Consent Items
Item: S. Commercial Insurance Policy Contract With CharterSafe
Purpose: Vote
Submitted by:
Related Material:
2025 Executive Report CNCA.pdf
Camino Nuevo Charter Academy.2031.CharterSAFEProposal2526.05-23-2025.pdf
MOC Highlight of Changes 25-26 Final CNCA.pdf
Camino Nuevo Charter Academy.2031.CharterSAFEInvoice2526.pdf

Executive Report
May 2025

20th CharterSAFE ANNIVERSARY
est. 2004
BE SAFE • FEEL SAFE

THE CHALLENGES FACING CALIFORNIA'S CHARTER SCHOOLS ARE EVOLVING

and so is CharterSAFE. As your trusted partner, we are leading the way with innovative risk solutions, forward-thinking protection, and services designed to help keep your focus where it belongs: on your students.

A MESSAGE FROM OUR CEO

Thuy Wong, MPH ARM-P
President & CEO

Each year, as I reflect on our work at CharterSAFE, I return to one foundational truth: protecting schools is about steward-guardianship. Stewardship of trust, partnership, and our desired impact to help our member schools have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

And we continue to deliver on our promise of steward-guardianship. As risks grow more complex, the insurance market tightens, and legislation restricts, our focus remains clear: anticipate what's ahead and invest in what matters.

Your trust and partnership allowed us to innovate ways to continue obtaining quality insurance at protective limits. You've walked alongside us as we introduced new and relevant risk management services such as our HR Certification Program, our Risk Control Evaluations, PREVENT—our in-person childhood sexual assault prevention training, and more. Reciprocally, we walk alongside you in exploring new ways to ensure your schools are safe. We have created a captive insurance company whose sole membership is CharterSAFE to support our insurance availability efforts, and after the devastating LA fires in January 2025, we are exploring several proactive wildfire mitigation services to implement in this upcoming 2025-2026 year.

We've made strategic investments, strengthened our infrastructure, and taken bold steps to ensure that our members remain protected and supported despite external market changes. Thank you for the trust you place in us. We are proud to serve those who serve students.

Mission and Membership

As an insurance pooling JPA, CharterSAFE's mission is to serve as a steward-guardian of school safety by providing our charter school members with a strong understanding of school hazards and approach to risk management.

As a result, members will have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

Safeguarding 829 school sites.

- Rural to urban communities
- Classroom-based to Flex-based
- Start-ups to large charter management organizations (CMOs)

Why a JPA?

CharterSAFE was built by and for California charter schools to protect what matters most—your students, staff, and school future. As a JPA, we harness the power of pooled coverage to offer broad protection, expert guidance, and no critical gaps—especially in areas like CSA, EPL, and Property, where other providers fall short. Risk pooling means schools handle safety, lawsuits, or coverage together, with experts managing complex rules and paperwork so members are supported before, during, and after a loss. Members also gain access to ready-to-use safety tools, HR support, and training that helps prevent problems before they happen. Backed by our own captive, CharterSAFE National, and 20 years of trusted partnership, we're more than just insurance—we're your safety ally, here before, during, and after the unexpected.

Beyond Insurance

New Initiatives for 2025: Raising the Bar on Member Protection

PREVENT Training Launch

CharterSAFE's P.R.E.V.E.N.T. Training is an in-person training experience designed to support charter school staff in:

- Recognizing potential signs of abuse
- Responding appropriately and lawfully
- Understanding mandated reporting responsibilities
- Strengthening staff-student boundary protocols

While no program can eliminate all risk, in-person training provides an engaging, scenario-based approach that enhances awareness and response readiness—making it a powerful component of your school's overall prevention strategy.

Wildfire Response Enhancement

CharterSAFE is exploring partnerships to enhance wildfire response capabilities for our members, focusing on proactive measures to complement local fire services. This initiative aims to provide specialized protection in high-risk zones, helping schools mitigate potential losses and ensure business continuity. Additionally, we are increasing site inspections with a specific focus on wildfire safety to further strengthen preparedness and resilience across our member schools.

> *"The potential cost is so large that it is comparable to the 9/11 terrorist attacks—one that totaled over $7 billion."*
>
> —Mike Fine, CEO of FCMAT, CA Senate Hearing, on the FCMAT report of the impact of AB 218, 3/13/25

2024-2025 Support Services

- **850+ Hours of Trainings/ Consultations/Member Visits**
- **15 Webinars**
- **133 HR Certifications**
- **STOPit / Crisis Risk / Cyber**
- **41 Risk Control Evaluations**

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MARKET UPDATE, PRIORITIES, and How You Can Make an Impact

Childhood Sexual Assault (CSA)

CSA claims pose an existential threat to charter schools. Since 2010, CharterSAFE and its reinsurers have paid or have reserved to pay over $45 million for CSA-related claims. These cases now account for 48% of total loss dollars—despite representing just 4% of claims.

How You Can Make an Impact

- Enforce a robust Staff/Student Interaction Policy
- Comply with Ed Code 44050—inform parents and post your policy online
- Foster a culture of vigilance and reporting
- All staff completing CharterSAFE's mandated reporter training in compliance with our MOC.
- Schedule our in-person PREVENT Training

Employment Practices Liability (EPL)

Employment-related claims—like wrongful termination or wage violations—are increasing sharply as funding declines. EPL claims now account for 14%+ of incurred losses and are among the fastest-growing areas of risk.

- Many EPL claims involve uninsurable penalties, such as back pay and fines
- Even one undetected wage/hour violation can cost hundreds of thousands of dollars

How You Can Make an Impact

- Complete CharterSAFE's HR Certification Program
- Maintain and distribute a current Employee Handbook
- Document all employment decisions and conversations
- Contact CharterSAFE HR for proactive support
- Train administrators on consistent HR procedures

Property

The rise in natural disasters and maintenance-related losses has insurers tightening coverage. An undervalued or mismanaged property portfolio can result in millions in uncovered losses.

- Improper HVAC restarts have led to system failures and mold claims exceeding $100,000
- Incomplete inventory lists can delay or limit claims payments during wildfires or theft

How You Can Make an Impact

- Maintain accurate property valuations and current equipment inventories
- Follow HVAC protocols—turn off, cover, clean before restarting
- Implement scheduled risk inspections
- Update CharterSAFE on major property purchases or changes so it is properly scheduled and covered
- Review leases for responsibility to insure

Financial Snapshot

Fiscal Year	20/21	21/22	22/23 Consolidated	23/24 Consolidated	24/25 Consolidated Projected
Operating Revenues:					
Member contributions	$ 35,419,395	$ 40,540,627	$ 47,798,002	$ 48,323,251	$ 57,585,000
Operating Expenses:					
Net claims expense	$ 4,774,351	$ 14,665,030	$ 24,196,058	$ 20,634,119	$ 27,501,000
Excess & reinsurance insurance premium	$ 14,311,043	$ 16,356,660	$ 21,527,783	$ 23,605,060	$ $25,950,00
General & administrative	$ 2,285,459	$ 2,642,846	$ 3,012,476	$ 2,996,189	$ 2,992,000
Claims administration & risk management	$ 2,269,518	$ 2,806,712	$ 2,782,073	$ 3,261,207	$ 3,196,000
Member dividend - COVID Rebate	$ 482,080	$ 1,715,002			
Total Operating Expenses:	**$ 24,122,451**	**$ 38,186,250**	**$ 51,518,390**	**$ 50,496,575**	**$ 59,639,000**
Operating Income (Loss)	**$ 11,296,944**	**$ 2,354,377**	**$ (3,720,388)**	**$ (2,173,324)**	**$ (2,054,000)**
Non-Operating Revenues:					
Interest & miscellaneous income	$ -	$ $47,145	$ -	$ -	$ -
Investment income	$ 90,785	$ (788,683)	$ 340,087	$ 1,657,235	$ 2,581,000
Total Non-Operating Income:	**$ 90,785**	**$ (741,538)**	**$ 340,087**	**$ 1,657,235**	**$ 2,581,000**
Increase (decrease) in net position	$ 11,387,729	$ 1,612,839	$ (3,380,301)	$ (516,089)	$ 527,000
Net position, beginning of year	$ 7,175,905	$ 18,563,634	$ 20,176,473	$ 16,796,172	$ 16,280,083
Net position, end of year	**$ 18,563,634**	**$ 20,176,473**	**$ 16,796,172**	**$ 16,280,083**	**$ 16,807,083**
Cash Balance	$ 11,220,322	$ 14,631,167	$ 19,434,465	$ 15,081,618	$ 21,275,927
Investments	$ 27,992,413	$ 30,377,105	$ 32,183,517	$ 41,435,595	$ 43,111,532
Total Liquid Assets	**$ 39,212,735**	**$ 45,008,272**	**$ 51,617,982**	**$ 56,517,213**	**$ 64,387,458**
Actuarial Estimated Outstanding Losses— 90% Confidence Level	$ 22,946,399	$ 31,639,305	$ 48,791,868	$ 53,137,392	$ 60,000,000
Surplus in Excess of 90% Confidence Level	$ 19,466,128	$ 20,080,061	$ 6,509,214	$ 6,827,035	$ 6,887,458

The Road Ahead: Building Resilience Together

Today's risks are real — but with the right preparation and risk mitigation strategies, they are manageable. Let us help you focus on student learning while we handle risk and safety.

888.901.0004

chartersafe.org

info@chartersafe.org

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CharterSAFE
BE SAFE • FEEL SAFE

2025-2026 Membership Renewal Proposal

Prepared for Named Member:
Camino Nuevo Charter Academy

Coverage Effective:
July 01, 2025 at 12:01 AM - July 01, 2026 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: May 23, 2025 at 12:09 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 renewal for the 2025-2026 year. Your membership includes the following:

For a more detailed listing of our member services, please contact Kiki Goldsmith at kgoldsmith@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 login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2025-2026 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Named Member:

Camino Nuevo Charter Academy

Coverage Effective: July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$765,905.00**

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
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$264,476.00**
Total Member Contribution	**$1,030,381.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $1,030,381.00** **Installment Plan** • Deposit (25%) - Due Now - $257,595.00 • 9 Monthly Installments - $85,865.00

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: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

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	**3,024**
Employee Count	**458**
Annual Estimated Payroll	**$26,176,227.00**
Total Insured Value	**$94,022,187.00**
Building Value (owned or required to insure)	$88,452,187.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$5,245,000.00
Electronic Data Processing (EDP) Value	$325,000.00
Number of Portables	**0**

Scheduled Locations and Breakdown of Exposures

Location ID: 24995
Admin/Home Support Office: 3435 West Temple St.

Los Angeles, CA, 90057-3743
Leased/Owned: **Owned**

Students:	**0**
Employees:	**458**
Payroll:	**26,176,227.00**
Total TIV:	**1,900,000.00**
Building Value:	1,500,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	400,000.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 2220
Burlington 4-8: 1800 Wilshire Blvd/653, 673, 677 Burlington

Los Angeles, CA, 90057
Leased/Owned: **Owned**

Students:	**311**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**4,960,000.00**
Building Value:	4,400,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	60,000.00
# of Portables:	**0**

Location ID: 2221
Burlington Centro: 661 S. Burlington Avenue

Los Angeles, CA, 90057
Leased/Owned: **Owned**

Students:	**40**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**3,810,000.00**
Building Value:	3,500,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	250,000.00
EDP Value:	60,000.00
# of Portables:	**0**

Location ID: 2222
Burlington Lower School (K-3): 681 & 697 S. Burlington Blvd.

Los Angeles, CA, 90057
Leased/Owned: **Owned**

Students:	**262**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**4,025,000.00**
Building Value:	3,500,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	25,000.00
# of Portables:	**0**

Location ID: 24993
Castellanos: 1723 Cordova St.

Los Angeles, CA, 90007-1114
Leased/Owned: **Leased**

Students:	**468**
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: 24992
Cisneros: 1018 Mohawk St.

Los Angeles, CA, 90026-3131
Leased/Owned: **Leased**

Students:	**431**
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: 24994
Dalzell Lance: 3500-3550 W. Temple St.

Los Angeles, CA, 90004-3620
Leased/Owned: **Owned**

Students:	**505**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**12,685,000.00**
Building Value:	12,025,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	600,000.00
EDP Value:	60,000.00
# of Portables:	**0**

Location ID: 24997
Jane B Eisner: 2749-2755 W 15th St/2764 W 14th St

Los Angeles, CA, 90057-3743
Leased/Owned: **Owned**

Students:	**282**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**8,807,000.00**
Building Value:	8,472,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	275,000.00
EDP Value:	60,000.00
# of Portables:	**0**

Location ID: 24991
Kaine Siart: 3400 West 3rd St.

Los Angeles, CA, 90020-1605
Leased/Owned: **Owned**

Students:	**725**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**26,395,187.00**
Building Value:	25,795,187.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	540,000.00
EDP Value:	60,000.00
# of Portables:	**0**

Location ID: 24996
Soccer Field/Building: 3511 W Temple Street/320 Commonwealth

Los Angeles, CA, 90004-3620
Leased/Owned: **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**

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 Named Member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$25,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
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.	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named 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 Kiki Goldsmith at kgoldsmith@chartersafe.org		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and Named 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 Named Member aggregate	$0 if school completes training mandate* $125,000 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** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: All notices or **SUITS** demanding payment of money based on, or arising out of the same **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** or series of **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** by one or more persons. No **CLAIM** exists where the only **DAMAGES** sought or demanded are costs of **SUIT** and/or attorney's fees.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named 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 Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$1,000 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	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$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 th maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered peril **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 th maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$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: Kiki Goldsmith at kgoldsmith@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 *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kiki Goldsmith at kgoldsmith@chartersafe.org		

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
2050 Main Street, Suite 1250
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 Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$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 Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

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 Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$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.

2025-2026 Material Changes to Memorandum of Coverage (MOC)

Below is a highlight of material changes to the MOC. Please refer to the 2025-2026 MOC for complete details of all coverages.

Integrating AB1913

- Expanding the name and definition to include Child Abuse or Neglect as AB 1913 integrates a preventative component to the Mandated Reporter Training
- Removing CharterSAFE's mandatory Childhood Sexual Assault Prevention training for Staff and replacing it with our new mandatory requirement to take CharterSAFE's Mandated Reporter Training in order to qualify for $0 deductible. If all persons involved in a childhood sexual assault, child abuse, or neglect claim, including the mandated reporters, did not complete CharterSAFE's Mandated Reporter Training, members would have a $125,000 deductible.

Educators Legal Liability

- Expanding Educator's Legal Liability to add coverage for member school's staff who supervise counseling interns from universities in which they enter into a contract to provide counseling services as part of their practicum for their licensing and graduation requirements to member schools' students and staff.

Cyber Liability

- Tier 3 cyber liability ransomware limits increased from $250,000 to $750,000; the deductible increased from $50,000 to $75,000.

Property

- Extra expense sublimit for the year 2024-2025 is $10,000,000 per occurrence. It will be changed to $5,000,000 per member and $10,000,000 aggregate per occurrence in the 2025-2026 year.

CharterSAFE
BE SAFE • FEEL SAFE

INVOICE

Invoice Date: May 23, 2025
Account Number: 2031

INSURED: **Camino Nuevo Charter Academy**

CONTACT: Adriana Abich

ADDRESS: 3435 W. Temple Street
Los Angeles, CA 90026

Member Contribution for Policy Year 2025-2026

(Choose one option)	Amount	Use ACH	Due Date
❑ **Payment in Full**	**$1,030,381.00**	❑	**Due Now**
❑ **Installment Plan:**			
Deposit (25%)	**$257,595.00**	❑	**Due Now**
Monthly Installment	**$85,865.00**	❑	**August 01, 2025**

9 installments due the 1st of every month

ACH PAYMENT OPTION!
See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:
CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:
Pilar Archer
Managing Director, Finance and Technology
Email: parcher@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Coversheet

International Transcript Policy

Section: IV. Consent Items
Item: T. International Transcript Policy
Purpose: Vote
Submitted by:
Related Material: International Transcript Policy_DAL_Final.pdf
International Transcript Policy_Summary_final.pdf

Camino Nuevo Charter Academy

Procedure for Analyzing International Transcripts and Awarding Credit

I. INTRODUCTION

The purpose of this policy is to provide procedures for uniformly granting credit for subjects studied in other countries. The transcripts must show that subjects were studied at the secondary level – to determine whether courses taken are at the secondary level, click here. Credits will be granted for subjects equivalent to those listed in UC A-G Course list for Camino Nuevo Charter Academy – Dalzell Lance Campus or the designated courses approved to meet the state of California's *Minimum Graduation Requirements.

After copies are prepared for evaluation, original transcripts and supporting documents are retained by the student and the parents/ guardians. The information becomes part of the student's permanent cumulative record and electronic transcript.

Credits granted should be recorded on the cumulative record card and on the electronic transcript by subject area in the appropriate grade level row.

II. CREDITS BASED ON TRANSCRIPTS

To provide a uniform system of granting credit, the following procedures will be followed:

College Counselors will assign credits and work with the school registrar to input the course data in PowerSchool.

A. All students must satisfy the A-G course sequence **or** the state of California's Minimum Graduation Requirements to be eligible for high school graduation. All other credit-based graduation requirements - CNCA Electives, College Seminar, Ethnic Studies (starting with Class of 2030) and Personal Finance (starting with Class of 2031) will need to be completed at Camino Nuevo Charter Academy – Dalzell Lance Campus. Courses completed at a California comprehensive high school will be considered to meet these requirements.

B. Credits granted should be recorded on the cumulative record and the electronic transcript by subject area in the appropriate grade level row using the appropriate local course number for courses that match courses offered at Camino Nuevo Charter Academy - Dalzell Lance Campus. For courses that are not equivalent to any courses offered, the following number will be used; **8888.** Courses must be reported by the exact name that appears on the international academic record. The school's name where the course was completed should also be added, as well as the grade earned converted into a letter grade of A, B, C, or F.

B. A total of 60 credits will be allowed for each year of study. Additional credits over 60 may be counted toward the next succeeding grade level with the approval of the school principal. The college counselor will provide a student's grade placement, based on credits completed towards graduation. The principal and assistant principal in charge of college counseling (API) should review the student's academic record considering the student's age and grade level to provide final approval on grade placement.

***Applies to special populations only: Newcomers (must meet eligibility requirements in Newcomer Program policy), former or current foster youth, unhoused youth, and some students with an IEP may also qualify.**

Camino Nuevo Charter Academy

Guidance for using mixed records (international & US courses) to meet A-G requirements.

	Mixed records (international & US courses: Meeting the A-G subject requirements
Subject requirement	
History/social science **(A)** **3 years**	For students graduating from a U.S. high school, a U.S. History course, a semester of Econ and a semester of American government is required, in addition to one year of *World History/geography/cultures. *World History completed in another country and will meet the World History graduation requirement.
Language of Instruction **(B)** **4 years**	English courses taken in an English-speaking country, in an American school, or in a school where the medium of instruction is English will provide English credit. English courses taken in a non-English speaking country or in a school taught in a language other than English will be listed as a language other than English (LOTE).
Mathematics **(C)** **3 years** Algebra 1 or Math I + Geometry or Math II + Algebra II or Math III or Precalculus or Calculus, or Statistics or Other Advanced Math	Combination of courses in an integrated math program with other math courses are acceptable to meet the mathematics subject requirement. If a student completes only part of the sequence, the combinations listed at left may be used to meet the mathematics (C) subject requirement. **Note:** Many international high schools use an integrated method of curriculum instruction. Math courses may be listed as “Integrated math,” general mathematics” or simply “mathematics.” All these titles are appropriate listings of mathematics courses from an integrated-style program. Additional guidance for this area can be found in II B.
Science **(D)** **2 years** 1. IS I + IS 2 + IS 3 2. IS 2 + IS 3 3. IS 1 + IS 2 + one year from another approved science discipline, except Applied Science, Computer Science, or engineering	If multiple science subjects are covered in a single course, consider this as “integrated science,” “general science,” or “science.” At least three years of integrated science is required to meet the subject area. In most cases, the first year of an integrated science sequence fulfills only the elective (G) requirement, the second and third year of the sequence fulfills the science (D) requirement. If a student completes only part of an IS sequence, the combinations listed at left may be used to meet the science (D) subject requirement.

4. IS I + one year in Biology, Chemistry, or Physics + IS 3 5. Introductory science (e.g., earth science, physical science, geosciences, environmental science) + IS 2 + IS 3	
Language other than the Language of Instruction **(E)** **2 years**	English courses taken in a non-English speaking country or at a school taught in a language other than English will be listed as a language other than English (LOTE). For students coming from a country where Spanish was the language of instruction, they may automatically be placed into the *Spanish II for Native Speakers* course. Students will meet the two-year requirement by completing at minimum, the second semester of Spanish II. If a student earned credit in a foreign language that was different than the language of instruction, credit should be granted for the number of years completed.
Visual and Performing Arts **(F)** **1 year**	In educational systems that follow a strict curriculum that does not allow flexibility in choosing courses, completing VPA coursework may not be an option. Any VPA type coursework completed outside the U.S. is acceptable. One year (or two semester courses in the same discipline) is required.
College Preparatory Electives **(G)** **2 years**	Students will need to complete two yearlong college prep courses from a U.S. High School to fulfill this requirement.

Camino Nuevo Charter Academy

	Mixed records (international & US courses: Meeting the state of California's Minimum Graduation Requirements
Subject requirement	
English **3 years/30 credits**	English courses taken in an English-speaking country, in an American school, or in a school where the medium of instruction is English will provide English credit. English courses taken in a non-English speaking country or in a school taught in a language other than English will be granted foreign language credit.
Math **2 years/20 credits** Algebra 1 or Math I + Geometry or Math II or Algebra 2 or Math III or Precalculus or Calculus, or Statistics or Other Advanced Math	A student must complete 2 years of math, with one of them being Algebra 1/Math 1. The second math course may be Geometry/Math 2 or a higher-level math course, for example, Algebra 2, Pre-Calculus, Calculus, Statistics, or another Advanced Math. **Note:** Many international high schools use an integrated method of curriculum instruction. Math courses may be listed as "Integrated math," general mathematics" or simply "mathematics." All these titles are appropriate listings of mathematics courses from an integrated-style program. Additional guidance for this area can be found in II B.
Science **2 years/20 credits**	Two year-long science courses are required, with one being biology and the other being a physical science course. It is up to the discretion of the LEA (Camino Nuevo Charter Academy – Dalzell Lance campus) to determine whether a course should be considered a biological or physical science course.
Social Studies **3 years/30 credits**	For students graduating from a U.S. high school, a U.S. History course, a semester of Econ and a semester of American government is required, in addition to one year of World History/geography/cultures. World History studied in another country and will meet the World History graduation requirement
Foreign Lang or Visual/Perf. Arts or Career Tech **1 year/10 credits**	One-year long course or two semesters in a *Foreign Language, Visual/Performing Arts, or Career Tech discipline will meet this requirement. *English courses taken in a non-English speaking country or at a school taught in a language other than English will grant foreign language credit. If a student earned credit in a foreign language that was different than the language of instruction, credit should be granted for the number of years completed.
Physical Education **2 years/20 credits**	Two year-long physical education courses are required. The course should have a physical component to satisfy the requirement.

Camino Nuevo Charter Academy

	State of California graduation requirements – Required for all students - A-G and CA's Minimum Graduation Requirements tracks
Subject requirement	
Ethnic Studies **1 semester** **(Commencing with Class of 2030)**	One semester is required. This state graduation requirement must be taken/completed at a California high school. The requirement can be met by completing an Ethnic Studies course that has been approved as meeting the A-G requirements; or a locally developed course approved by the governing board of the school district or charter school.
Personal Finance **1 semester** **(Commencing with Class of 2031)**	One semester is required. This state graduation requirement must be taken/completed at a California high school.

Camino Nuevo Charter Academy

III. CREDITS BASED ON RECONSTRUCTION OF TRANSCRIPTS

Students from other countries enrolling at Camino Nuevo Charter Academy – Dalzell Lance Campus. may not have or may not be able to obtain school records because of political unrest, loss, destruction, or other factors. When such circumstances exist, an opportunity will be given for students to reconstruct their school experiences to determine the appropriate credit to be granted.

To assist the student in reconstructing his/her educational experience, schools are to provide the attached forms "Educational Background" (Attachment A) and "Reconstructed Secondary Coursework" (Attachment B). School officials should provide assistance to parents in order for them to understand the procedure to reconstruct educational information.

A. The parent/guardian must notarize the statement on page 2 of the "Reconstructed Secondary Coursework" form (see Attachment C) verifying that the reconstructed educational information is a true report of coursework completed.
B. On the cumulative record, in Section 13, "Significant Information" and in the "Notes" section of the electronic transcript, enter the following statement "The subjects and credits appearing for grade(s) were obtained from the student's reconstruction of schoolwork in (name of country) for which no transcript was available."
C. Once the procedures for reconstructing a transcript have been followed, the courses should be entered into the electronic transcript using the procedure in Section II A. School officials can then follow the procedure in Section II B.

IV. GRADE PLACEMENT OF STUDENTS

A. The educational background is of particular importance for students from other countries and will be part of the grade placement decision to ensure the orderly development of the student's educational plan.

B. Inform the student and the parent/guardian that final grade level placement will be based upon the evaluation of previous schoolwork on a year-for-year basis and will be determined in accordance with organization guidelines and graduation requirements met by graduation year.

C. The college counselor and/or school principal will make the decision on grade level placement based on credits and courses completed to meet graduation requirements.

Camino Nuevo Charter Academy

Attachment A

Dalzell Lance High School
Educational Background

Student's name (Last, First)_____ Current School_____

Birthdate_____ Birthplace_____Counselor_____

An adequate evaluation of a foreign transcript must be based on the student's total school experiences. It is important to know the order in which schools were attended and the length of time spent in each school. The more complete the information, the more accurate the evaluation. Please attach all copies of this form. A certified translated transcript from countries where English is not the official language must be provided.

Year of Attendance	Age	Year in School	School Type	Full Name of School	Country	Language of Instruction	Certificates or Diploma Received
		1					
		2					
		3					
		4					
		5					
		6					
		7					
		8					
		9					
		10					

		11					
		12					
		13					
		14					

Camino Nuevo Charter Academy

Attachment B

Dalzell Lance High School
Reconstructed Secondary Coursework

List below all subjects completed during each school year of attendance for which records are unavailable, and the final mark received for each subject.

Year_____ **Grade_____**	**Year_____** **Grade_____**	**Year_____** **Grade_____**
_____English	**_____English**	**_____English**
Math **_____Algebra/Math I** **_____Geometry/Math II** **_____Algebra 2/Math III** **_____Trigonometry/Math Analysis**	**Math** **_____Algebra/Math I** **_____Geometry/Math II** **_____Algebra 2/Math III** **_____Trigonometry/Math Analysis**	**Math** **_____Algebra/Math I** **_____Geometry/Math II** **_____Algebra 2/Math III** **_____Trigonometry/Math Analysis**
Science **_____Biology** **_____Chemistry** **_____Physics** **_____Other**	**Science** **_____Biology** **_____Chemistry** **_____Physics** **_____Other**	**Science** **_____Biology** **_____Chemistry** **_____Physics** **_____Other**
Visual/Performing Arts **_____Course: _____**	**Visual/Performing Arts** **_____Course: _____**	**Visual/Performing Arts** **_____Course: _____**
Physical Education **_____Course: _____**	**_____Physical Education** **_____Course: _____**	**_____Physical Education** **_____Course: _____**
Other **_____Course: _____** **_____Course: _____** **_____Course: _____**	**Other** **_____Course: _____** **_____Course: _____** **_____Course: _____**	**Other** **_____Course: _____** **_____Course: _____** **_____Course: _____**

Language other than English

I attest that my child was educated through the sixth-grade level or higher in a school where a language other than English was used as the medium of instruction.

Other language: _____

Signature: _____ Date: _____

Return completed form, including notarized statement, along with Attachment A, “Educational Background,” to the student’s respective counselor.

Camino Nuevo Charter Academy

Attachment C

Camino Nuevo Charter Academy

Certification of Coursework Completed Abroad

I, _____, certify that the attached form is a true report of the

coursework of _____ for the secondary grades _____
Student's name **Grades**

IN _____.
Country

I further certify that _____satisfied all requirements for the coursework completed, and certify under penalty of perjury, that the same are true and correct.

_____ _____

Parent/Guardian **Date**

***This form must be signed before a Notary Public.**

Camino Nuevo Charter Academy

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Camino Nuevo Charter Academy – Dalzell Lance Campus
International Transcript Policy Overview

The International Transcript Policy ensures a consistent, equitable process for evaluating and awarding academic credit to students who transfer from secondary schools outside the United States.

Key Elements of the Policy

1. **Credit Evaluation & Recording**
    - Transcripts must reflect secondary-level coursework.
    - Up to 60 credits may be awarded per year of study. Additional credits require principal approval.
    - All credits are recorded in PowerSchool by subject area and grade level using CNCA course codes. Non-equivalent courses are coded as 8888.
2. **Graduation Requirements**
    - Students must fulfill either the A-G sequence or *California's minimum high school graduation requirements.
    - Specific courses (e.g., Ethnic Studies, Personal Finance, College Seminar) must be completed at CNCA. Courses completed at a California comprehensive high school will be considered to meet these requirements.
3. **Subject Area Guidance**
    - Courses are aligned with California graduation subjects, including English, Math, Science, Social Science, Foreign Language, Visual/Performing Arts, and others.
    - Language of instruction is carefully considered when assigning English or foreign language credit.
    - Integrated or general subject titles (e.g., Mathematics and Science) are acceptable when aligned with state standards.
4. **Transcript Reconstruction**
    - If transcripts are missing due to unrest or other circumstances, students may reconstruct records using school-provided forms.
    - A notarized parent or guardian certification is required.
    - Reconstructed coursework is entered into the student record with a notation indicating it is based on the student/family report.

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5. **Grade Placement**
    - Placement decisions consider age, prior coursework, and credits toward graduation.
    - Final grade placement is determined by the college counselor and school leadership.

***Applies to special populations only: Newcomers (must meet eligibility requirements in Newcomer Program policy), former or current foster youth, unhoused youth, and some students with an IEP may also qualify.**

Coversheet

K-2 Dyslexia Screener

Section: IV. Consent Items
Item: U. K-2 Dyslexia Screener
Purpose: Vote
Submitted by:
Related Material: Reading Difficulties Screener_Board Approval.pdf

Ed Code 53008

- Requires that all schools adopt a Reading Difficulties Screener by June 30, 2025 to be implemented in the 25-26 School Year
- The state appointed a panel of independent experts to create a list of approved screeners by December 31, 2024
- Purpose:
  - Screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can use to gain information about how to support pupils' learning.
  - Early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading difficulties, including dyslexia.
  - By screening all pupils for risk of reading difficulties early, California can help families and teachers achieve the best learning and life outcomes for all pupils and close academic achievement gaps.
- The Assessment will be administered to all students in **grades K-2** once per year

Selection Process

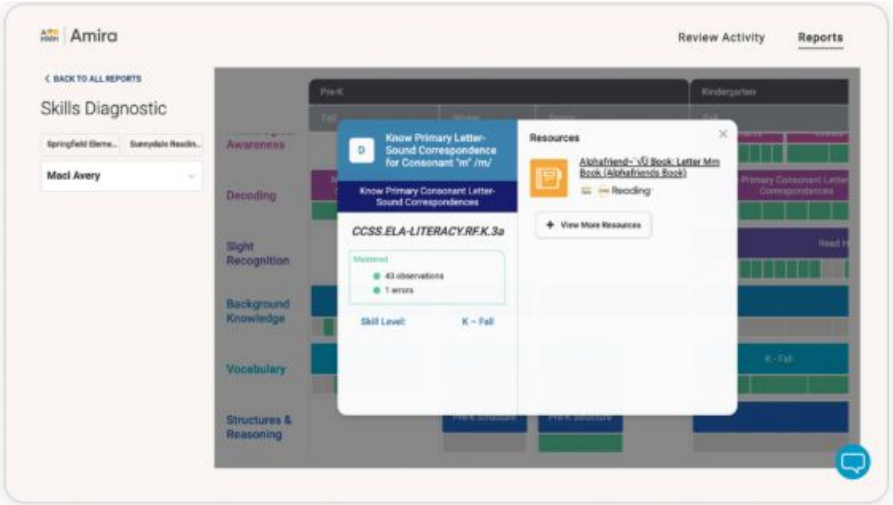
Organization	Title	Grade Levels	Languages
Distributed by Amira Learning or HMH (formerly Amira Learning, with HMH as distribution partners)	Amira	Kindergarten, Grade One, and Grade Two	English and Spanish
Amplify Education	mCLASS with DIBELS Edition 8 and mCLASS Lectura	Kindergarten, Grade One, and Grade Two	English and Spanish
University of California San Francisco (UCSF) Dyslexia Center	Multitudes	Kindergarten, Grade One, and Grade Two	English and Spanish
Stanford University, Brain Development and Education Lab	Rapid Online Assessment of Reading (ROAR)	Grade One and Grade Two	English only

Both integrated into literacy curricula we reviewed; so prioritized these and ultimately selected **Amira** because it's part of HMH curriculum

Doesn't meet our needs because it's unavailable in Spanish

Amira Overview

Amira Learning® provides 1:1 reading tutoring, oral reading fluency assessment, and dyslexia risk screening in English and Spanish. Dozens of micro-interventions rooted in the science of reading help students build critical foundational skills.



Differentiate in the Core Classroom

Only *Amira* with *HMH Into Reading*® connects reading fluency assessment results directly to relevant core content. Easy-to-implement, students can use *Amira* during small-group rotations or independent practice.

Coversheet

English Learners Master Plan

Section:	IV. Consent Items
Item:	V. English Learners Master Plan
Purpose:	Vote
Submitted by:	
Related Material:	EL Master Plan_Narrative 2025_2026.pdf

Camino Nuevo Charter Academy

English Learner Master Plan
Camino Nuevo Charter Academy
2025-2026

At Camino Nuevo Charter Academy (CNCA), we believe that equity begins with how we serve our multilingual learners. Our English Learner Master Plan reflects our deep commitment to ensuring that every English Learner (EL) is intellectually engaged, academically challenged, and affirmed in their linguistic and cultural identities. Grounded in the belief that all students can achieve at high levels, CNCA holds high expectations for all learners and works intentionally to eliminate barriers to success. We recognize the rich assets that English Learners bring to our schools including their languages, experiences, perspectives, and resilience, and we strive to create learning environments where those assets are celebrated and leveraged in rigorous, meaningful ways.

Our approach to serving English Learners is both inclusive and individualized. CNCA's Structured English Immersion (SEI) and Dual Language (DL) models both ensure that ELs are full members of our learning communities, with access to grade-level content, peer collaboration, and high-quality instruction. At the same time, we prioritize designated and integrated ELD to tailor supports and scaffolds to meet each student's unique language development needs. This Master Plan outlines the systems, strategies, and policies we use to accelerate English language proficiency and academic achievement for all multilingual learners. Our practices are firmly aligned with California state and federal laws governing English Learners, and we remain committed to continuous improvement and accountability in service of our students and families.

English Language Acquisition Program: Services Offered

Designated English Language Development

Under the Common Core State Standards, our English Learners are the most challenged by the demands of content area reading and academic language. Therefore, they require a systematic and explicit approach to teaching and practicing academic English (Goldenberg, 2008). Based on extensive research into effective programs, Camino Nuevo Charter Academy has adopted two research-based curricula for teaching English Language Development, *Systematic ELD* (K-8 and 9-12 newcomers) and *English 3D* (9-12 Expanding/Bridging).

Regardless of Curriculum, CNCA's Designated ELD Instruction is grounded in the following core principles:

- Students are grouped and taught at their assessed ELD proficiency level at least four times a week for 30+ minutes;
- Students are explicitly taught forms and functions of language, which are paced out across the levels of language development to reflect a research-based linguistic progression for language learning;
- Instruction is aligned to the Common Core State Standards for ELA as well as the California ELD Standards, helping teachers give students the foundational language skills they need to access the core curriculum.
- Instruction is grounded in meaningful, worthwhile tasks and real-world themes which supports students' use of oral and written language in meaningful contexts.

Additionally, teachers use the following instructional strategies to ensure maximum student engagement:

- **Gradual Release of Responsibility:** Designated ELD lessons are characterized by a gradual release of responsibility from teacher modeling to guided oral practice to independent written practice. It is essential that teachers move through each of these phases in every lesson in order to ensure that students get enough oral practice and that they have an opportunity to apply their new oral language to writing.
- **Visual Supports**: Observers in a Designated ELD classroom at CNCA should notice ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support.
- **Structured Language Practice:** During guided oral practice, students engage in Structured Language Practice (SLP) routines, which promote focused, accountable talk. They range from routines for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).
- **Written Application Tasks:** In order to ensure that students' oral language production transfers to their writing, teachers embed daily written application tasks as early as Kindergarten. These tasks may be guided, as with a shared writing activity, or may be more independent, such as an exit ticket. The key feature of all written tasks in Designated ELD is that the teacher explicitly makes the connection between them and students' oral language practice so that students begin to write the way they speak and speak the way they write.

Camino Nuevo Charter Academy

Assessment: Determining English Learner Needs

At Camino Nuevo, we believe that data analysis is equity work—a powerful tool to disrupt predictable patterns of student success and failure based on identity. Assessments are not merely evaluative instruments; they are central to our mission of ensuring that every student graduates college-ready and equipped to thrive. Assessment data, when analyzed with purpose and urgency, empowers educators to identify and close gaps in achievement and opportunity, ensuring that all students reach their full potential.

Our vision is to foster a data-driven culture where assessments are used intentionally to support excellent teaching, informed instructional decisions, and meaningful student growth. Through consistent and equitable assessment practices, we come closer to our vision that every student—regardless of background—has access to high-quality instruction and the opportunity to succeed.

To that end, all teachers at CNCA engage in frequent and sustained data-driven cycles of learning and development, including biweekly data analysis with their coach and grade-level or department team. In these data PLCs, teachers analyze the impact of their instruction on student learning by reviewing student work on formative assessments, with a particular focus on outcomes for English Learners.

The following table provides an overview of the assessments administered at CNCA to assess English Learner progress in language and literacy.

Language Assessments for English Learners

Diagnostic	Short Cycle	Interim (4-6 weeks)	Comprehensive
• Amira (K-2 dyslexia screener) • i-Ready (English and Spanish) • Initial ELPAC	• Daily exit tickets • Weekly oral or written application tasks in ELD • Weekly reading comprehension or constructed response in ELA	• ELD and ELA Unit Assessments	• Summative ELPAC • SBAC

Meaningful Access to the Core Curriculum

Structured English Immersion

In order to ensure that English Learners achieve parity with their non-English Learner peers, Camino Nuevo Charter Academy provides both Designated and Integrated ELD. The California *ELA/ELD Framework* states, “Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs…. to ensure students strengthen their abilities to use English as they simultaneously learn content through English.” Research on the length of time needed to acquire native-like language proficiency suggests that intentionally designed Integrated ELD should in fact be provided to students past their initial reclassification. Virginia Collier, a professor of bilingual education, states,

"Research has indicated that it takes the most advantaged students 4-12 years of second language development to reach deep academic proficiency to compete successfully with native speakers."

Mathematics

In order to provide students with Integrated ELD, Camino Nuevo teachers plan all content instruction with language in mind and curricula were strategically selected to support language rich classrooms. In mathematics, our teachers utilize the integrated ELD supports embedded in the curriculum. For our K-8 math curriculum, *i-Ready Classroom Mathematics*, this includes:

- Daily language objectives
- Key vocabulary for each unit, lesson and session
- Intentional connections to culture in every lesson
- Embedded strategies differentiated by EL proficiency
- Academic language frames
- Discussion protocols
- Visuals and manipulatives to support critical thinking and problem solving
- Family Connections

At the 9-12 level, math teachers use College Preparatory Mathematics (CPM) as their core curriculum. THe curriculum provides the following integrated supports for English Learners:

- Language objectives
- Key vocabulary
- Embedded strategies for engaging English Learners
- Cooperative Learning Structures
- Discussion protocols
- Visuals and manipulatives to support critical thinking and problem solving

Literacy

In 2025 CNCA went through a rigorous curriculum adoption process for K-8 literacy. As a result of this process, the curriculum review committee ultimately selected HMH's Into Reading/Arriba la Lecutra for K-5 and Expeditionary Learning for 6-8.. Throughout the curriculum adoption process, Camino Nuevo centered the needs of our English Learners, as multilingual learners are CNCA's largest demographic. As such, both curricula include the following integrated supports for English Learners:

- High quality, rigorous, and culturally relevant text
- Thematic knowledge-building units with text sets to build student knowledge and fluency
- Explicit vocabulary development and practice
- Plentiful opportunities for discussion and writing
- Embedded strategies for engaging English Learners; including cross-linguistic connections
- Systematic scope and sequence of foundational skills

Camino Nuevo Charter Academy

Dual-Language Program

Camino Nuevo proudly serves our multilingual learners at our Burlington, Cisneros and Castellanos/Eisner campuses through the implementation of a dual language program in grades TK-6. At Camino Nuevo Charter Academy we honor and value the diverse cultural and linguistic assets of the community we serve. We raise the status of multilingualism by grounding our program and instruction in relevant[1] educational research and ensuring it is responsive to the evolving needs of our community. We believe that a deeply effective and equitable bilingual education must be multi-faceted and integrated. It is aimed at amplifying the voice within our students while cultivating joy, pride, curiosity, and sociocultural competence. To that end, our students learn to read, write, and effectively communicate in both Spanish and English and our schools offer a challenging and enriching learning environment that fosters the necessary biliteracy skills for students to access the world beyond their scope and strengthen the upward trajectory of their lives.

As a result of our efforts, Camino Nuevo students are prepared not only to excel in college and career but to make a positive impact on their community as bilingual and biliterate agents of change.[2]

CNCA's Guiding Principles for Dual Language Education[3]
In order to ensure alignment and consistency across CNCA schools and to realize CNCA's vision for Dual Language Education in grades TK-8, teachers and administrators commit to the following guiding principles.

Program Structure

1. **Fidelity to CNCA's dual-language matrix and instructional minutes**
   CNCA educators understand that CNCA's dual language model improves Spanish language and literacy outcomes without compromising the ultimate attainment of English language or literacy abilities. To ensure the success of our program, all classroom schedules reflect the instructional minutes as established by the CNCA Dual-Language Matrix.

Curriculum, Instruction, and Assessment

2. **Rigorous, standards-aligned instruction for all students**
   Our instruction is guided by both the Common Core standards in English and Spanish as well as the English Language Development standards. We hold equally rigorous expectations for both English learners and Spanish learners, regardless of language of instruction.
3. **Develop academic language across contents and languages**

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[1] National Academies of Sciences, Engineering, and Medicine (NASEM). 2017. Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press
Improving Education for Multilingual and English Learner Students California Department of Education, 2020.

[2] The following additional resources were referenced by the Bilingual Redesign Committee in the creation of these documents
Beeman, K., Urow, C. (2012). *Teaching for biliteracy: Strengthening bridges between languages*. Caslon Publishing.
Howard, E.R., Lindholm-Leary, K.J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.
Soltero, S.W. (2016). *Dual language education: Program design and implementation.* Heinemann.

[3] CNCA's Guiding Principles are formatted to align with the strands of Center for Applied Linguistic's *Guiding Principles for Dual Language Education.*
Howard, E.R., Lindholm-Leary, K.J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.

Teachers prioritize the explicit instruction of academic language in all content areas and languages. They provide multiple opportunities for students to use academic language orally and in writing through collaborative discourse with peers. In order to build academic language, teachers use a variety of language development strategies to support comprehension instead of relying on translation.

4. **Foster metalinguistic awareness through language transference**
   Teachers understand how the program languages support and interact with one another and support their students to fluidly transfer knowledge and skills across languages to enhance their multilingualism. To do this, teachers engage in the practice of bridging to connect and compare the relevant features of the program languages and provide extension opportunities in the partner language.
5. **Commitment to responsive assessment practices**
   In order to ensure that our program is equitable and responsive to staff and student needs, we commit to the continuous examination of assessments and assessment practices in alignment with our vision and the dual language context.

Staff Quality and Professional Development

6. **Commitment to continuous learning**
   In order to provide the highest-quality program for students and families, teachers and leaders must continue to research, learn and innovate. Not only does CNCA provide professional development for educators and opportunities for cross-site collaboration, but teachers and leaders seek out additional opportunities for learning and growth.

Family & Community

7. **Partnership with families**
   Families are our greatest allies in education and our students' first teachers. We commit to ensuring our families are informed, engaged in, and advocates for their child's bilingual education.

8. **Raise the status of minoritized languages**
   As a tenant of our commitment to sociocultural competence, we commit to raising the status of Spanish and other non-English languages. We do this not only through rigorous Spanish language instruction in the classroom, but through celebrating and encouraging the use of students' diverse home languages. Additionally, we will hold assemblies, communicate at recess, and conduct adult-to-adult conversations in Spanish to model the value of the language for students.

Resources & Support

9. **CNCA leader support**

School and network leaders demonstrate a clear commitment to the dual-language program by advocating for the program and making decisions in alignment with CNCA's vision and guiding principles for dual-language education. Additionally, they aim to preserve the dual-language program through long-term program planning and equitable allocation of human, fiscal, and instructional resources.

CNCA Dual Language Program Matrix

In order to ensure alignment across grade levels and across campuses in CNCA's Dual Language Program, all classrooms follow the predetermined matrix of instructional minutes. This matrix was written in collaboration with CNCA's Bilingual Redesign Advisory Committee, Content Team members and School Leaders, as well as in consultation with Loyola Marymount University's Center for Equity for English Learners.

	Spanish	English
Transitional Kindergarten	90%	10%
Kindergarten	80%	20%
1st grade	70%	30%
2nd grade	60%	40%
3rd grade	50%	50%
4th grade	50%	50%
5th grade	50%	50%
6th grade	Spanish Language Arts & Science	All other content areas

Intervention

After School Intervention

Even with all the structures in place to support English Learners & language development, some students may still need additional intervention in order to fully access grade-level content. In such cases, CNCA has a robust afterschool intervention program that targets the needs of English Learners in ELD, Literacy and Math.

ELD Intervention

- For students in grades 4 & 5 who have stagnated at scoring a level 1 or 2 on the ELPAC and are at-risk of becoming Long Term English Learners, CNCA provides after school ELD intervention. Intervention takes place twice a week for 60 minutes. Intervention staff analyze Summative ELPAC data to understand the language domains in which their students need the most development. Then, teachers teach small group lessons using *Wonders ELD* as their primary curriculum.

Reading and Math Intervention

- Reading and math intervention is available for students in need in grades 2-12 in various formats. English Learners in grades 2-8 who are the furthest behind in grade-level standards are offered after-school intervention, whereas students in grades 9-12 who are furthest behind are offered during the day intervention courses. CNCA uses both i-Ready diagnostic data as well as SBAC data (where applicable) to identify students who are 2 or more grade-levels below or have the furthest distance from standard. In these sessions, intervention staff pull small groups with similar needs to target their growth areas. They use a combination of the i-Ready tools for instruction, students' i-Ready personalized pathway, as well as 95% Group's foundational skills intervention curriculum (grades 2-8 only).

Long Term English Learners: Additional Considerations

Students who have been classified as English Learners for five years or more merit special consideration. ELs who leave our network for middle or high school may be denied access to rigorous, college preparatory classes due to their EL designation. Moreover, placement in an ELD class is often correlated with feelings of failure and a lack of academic motivation for middle and high school students. As such, teachers and leaders ensure that Designated ELD classes for students in grades 5-12 are of exceptional quality and are engaging both in thematic content and cognitive rigor. Although ELD in middle and high school is considered a remedial class, the students' developmental needs and cognitive abilities are respected. To ensure that this is the case, leaders and teachers work together to do the following:

- Select the most experienced and/or motivated teachers to teach middle and high school ELD classes.
- Engage in professional development and collaboration time that allows teachers to address the age-specific needs of their students.
- Teach students about the requirements for exiting ELD and help them monitor their own progress toward these goals.
- Continuously work to improve the effectiveness of secondary ELD through observation and coaching.
- Monitor students' progress regularly to ensure that instruction is meeting their pressing needs.

CNCA's Newcomer Program

Newcomer Data

The number of students enrolling in Camino Nuevo schools who have recently immigrated to the U.S. has steadily increased over the last several years. Currently, there are nearly 70 6th-12th grade students enrolled in CNCA schools who have arrived for the first time to the U.S. and to California Public Schools since August, 2022. Of these students, 100% speak Spanish as their primary language. The following table summarizes Newcomer enrollment by CNCA school site.

School	Newcomers (Arrived Within 3 Years)
Camino Nuevo High School No. 2	29
CNCA Jane B. Eisner MS	14
CNCA Kayne Siart	13
CNCA Sandra Cisneros	13
Grand Total	**69**

Program Purpose

CNCA's Newcomer Program aims to provide the highest-quality educational experience for students who are recently arrived immigrants to the United States. The Newcomer Program has the ultimate goal of ensuring that newcomer students are given opportunities to acclimate to the American education system and culture, while receiving all of the necessary academic and social-emotional supports to be successful. The newcomer program is intended to accelerate English Language Development, bridge the educational and social-emotional experience of students and to support newcomer students and families during their transition to schooling in the United States.

Camino Nuevo Charter Academy

Eligibility

Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth. In order to be eligible for CNCA's Newcomer Program, students must:

- Be an English Learner
- Be in grades 6-8 and have been enrolled in U.S schools for 2 years or less[4]
- Be in in grades 9-12 and have been enrolled in U.S. schools for 3 years or less
- Have received a score of Novice on the Initial ELPAC or Level 1 Emerging on the Summative ELPAC

Academic Coursework

Middle School

In order to accelerate English Language Development, students who participate in the Newcomer Program in grades 6-8 will be dually enrolled in an Emerging ELD course and an Intervention course. The purpose of these courses is outlined below:

Emerging ELD

In this course, ELD instruction is guided by the California ELD standards at the Emerging level. Students are taught the survival English they need in order to have their basic needs met in and outside of school. In addition, ELD teachers create opportunities to help students acclimate to life and schools in the U.S.

Intervention

The purpose of this course is twofold:

- To scaffold exposure to the academic English students need to have their basic needs met
- To provide the foundational English reading skills students need to begin catch up growth to reading on grade-level in English

Teachers of these courses will utilize data and instructional tools from the following supplemental programs in order to meet the differentiated needs of the students in the class: Lexia English, i-Ready, and ARC Toolkits

High School

In order to accelerate English Language Development, students who participate in the Newcomer Program in grades 9-12 will enroll in an intensive ELD pathway which requires students to take two ELD courses each year, across two years. This pathway is outlined below:

	Semester 1 Course	**Semester 2 Course**
Year 1	Emerging	Emerging/Expanding
Year 2	Emerging /Expanding	Expanding

[4] Students with interrupted formal education (SIFE) need additional time to catch up with non SIFE peers. As such, 6th-8th grade SIFE students are eligible for the Newcomer program if they've been enrolled in U.S. schools for 3 years or less and 9-12th grade SIFE students are eligible for the Newcomer program if they've been enrolled in U.S. schools for 4 years or less.

Emerging ELD
In this course, ELD instruction is guided by the California ELD standards at the Emerging level. Students are taught the survival English they need in order to have their basic needs met in and outside of school. In addition, ELD teachers create opportunities to help students acclimate to life and schools in the U.S.

Expanding ELD
This course is guided by the ELD standards at the Expanding level. Students at this level are beginning to use English for academic purposes, but continue to need moderate support in order to engage with grade-level course work. This course is designed to teach the more complex English language forms that students need for continued academic success. In addition, ELD Teachers provide tutoring to support students with grade-level content courses. Teachers also provide reading intervention to support students to access grade-level standards.

9th grade students in their first year of the Newcomer Program who are also enrolled in Emerging ELD can forego enrolling in 9th grade English. Instead, enrollment in a Bridging ELD course meets the English Language Arts graduation requirement.

Students with Limited or Interrupted Formal Education (SLIFE)

Students who arrive to CNCA High School with limited or interrupted formal schooling experiences require additional specialized support in order to accelerate literacy and language development. In these instances, the school will implement the following:

- **Enroll in Intervention Course:** In addition to ELD, the school site will enroll the student in an additional intervention course such as Academic Enrichment, Study Lab, or an English Language Arts Support class. If available, the student may be offered an intervention opportunity through the after school program or ELO-P.
- **Assess Literacy Development in English and the Home Language**: In collaboration with CNCA's Lead Interventionist, the school will arrange for the student to complete a diagnostic reading assessment in English and their home language (where possible).
- **Create a Personalized Intervention Plan:** In conjunction with CNCA's Lead Interventionist and the Director of Biliteracy and Multilingual Learners, the school site will use the results of the diagnostic assessments to determine the best course of study and for the student during their Intervention course, including the materials that should be implemented.

Other Academic Supports

In addition to the specialized course study outlined above, students in the Newcomer Program also receive specialized language interventions in their grade-level courses to increase access to grade-level content. These interventions are outlined below:

- **Strategic Partnering:** It is well documented in educational research that heterogeneous groupings are beneficial for students of all achievement levels, both for social and academic development. This is especially true for English Learners. As such, teachers strategically pair Newcomer English Learners with students who serve as language and learning models. When determining these groupsing, teachers also consider additional factors such as: shared language backgrounds and social compatibility.
- **Language Resources:** Teachers provide students with a variety of language resources to support their emerging use of the English language as well as to facilitate comprehension and standards learning. These language resources may include:
    - Definitions and/or translations of key vocabulary or terms
    - Sentence frames and sentence stems for oral and written use
    - Translated texts and assignments, where applicable

- **Visual Supports:** Because English Learners are both learning a new language and grade-level content simultaneously, teachers of students who are enrolled in the Newcomer Program are sure to provide visual input in addition to auditory input in order to increase comprehension. In practice this may look like:
    - Utilizing graphic organizers for whole class instruction as well as individual use (e.g. venn diagrams, flow charts, and other thinking maps)
    - Attaching images to key vocabulary concepts or tasks
- **Bilingual Instructional Aide**: To the extent possible, students in the Newcomer program are enrolled in grade-level courses with a bilingual Instructional Aide (IA). The IA works with the teacher to translate key instructional materials and activities such as focus questions, assignments, and prompts. Under teacher direction, the IA also facilitates small group instruction as needed.

Wrap Around Services and Family Engagement

CNCA takes a trauma-informed approach to our interactions with students and families. Additionally, although the immigration experience of each student is unique, many students who have recently arrived to the U.S. may need additional mental health, wellness, immigration, or other services in order to acclimate to their new life and home. As such, the Newcomer Program team at each school site reviews individual student data to connect students and families with the resources they need inside and outside of school.

Families play an integral part in their child's education and academic success. A newcomer student's family may include, but is not limited to, their parents, caregivers, sponsors, and guardians. It is important to recognize that family engagement may involve immediate or extended family members depending on the student's situation.

Program Location

CNCA's Newcomer Program is designed for students in grades 6-12. As such, at this time the program is available for students at Dalzell Lance, Kayne Siart, Eisner, Cisneros and Burlington.

Program Team

In order for students to be successful in CNCA's Newcomer Program, the program team must collaborate to review data and ensure that each child's unique needs are met. The program team consists of:

- Site Principal
- Site Newcomer Coordinator
- ELD Teachers
- School Counselors
- School Therapists
- Home Support Office (e.g. Content Team, EL Director, and Student & Family Services Team)

Exit Requirements

In order to exit from the Newcomer Program, students must demonstrate a growing proficiency in English as well as an ability to navigate the school system independently. Students will meet the following criteria:

- ELPAC Score: Score of Level 2 or higher
- Grades: Score of C or better in all core content courses
- Basic Skills: i-Ready diagnostic indicates a Lexile level of 3rd grade or higher (Lexile 520+)[5]

[5] Research shows that once students are past a third grade reading level, they are ready to encounter a wider variety of texts and have learned to extract and analyze information and expand their vocabularies by reading (Center for Public Education, 2015). Additionally, once students have reached a third grade reading level, they are ready for more abstract, technical, and literary words, i.e. more complex language than found in everyday oral interaction (Chall and Jacobs, 2003).

- Time in U.S. Schools: 3+ years (6th-8th grade) or 4+ years (9th-12th grade)[6]

Students who meet these criteria will also demonstrate readiness to enroll in an Expanding or Expanding/Bridging level ELD course.

High School Graduation Requirements

According to California law, students who are enrolled in a Newcomer Program are exempt from meeting all school-level graduation requirements. Instead, students in the Newcomer Program are eligible for graduation upon completion of California's minimum graduation requirements.

[6] SIFE students may need additional time to catch up with their non SIFE peers and as such are eligible for the Newcomer Program for one additional year. Student participation in newcomer programs is time-sensitive and students may not remain in newcomer programs for an indefinite period of time. For this reason, the *time in U.S.* criterion is the most significant. This means that regardless of whether students have met the ELPAC, Basic Skills, or Grades criteria needed to exit newcomer status, they must exit when they have reached the time period outlined above.

Identification And Classification of English Learners

Identifying and Enrolling English Learners at CNCA

When we accept new students, we:

- With families, select the best language program for our students
- Gather Baseline Data
    - Ensure that students are assigned the correct EL status
    - Ensure students are assessed within 30 days of enrollment
- Provide support to students

Teamwork is necessary throughout all of the steps needed to enroll a new student. The table below outlines the participants in this process and how they are involved.

Manager	Owner	Consultant	Helper	Approver
Principal	EL Admin	Director of Biliteracy & Multilingual Leaners	Registrar Knowledge Management Team	Principal

This resource supports CNCA school sites to take the steps necessary so our students are welcomed and supported into our community.

Dual Language Schools: With families, select the best language program for our students.

Members Involved	Registrars, Assistant Principals/Principals
Which Schools	Burlington, Cisneros, and Castellanos/Eisner
Why is this step necessary?	Not only are we eager to accept new students into our program, we want to ensure that we are placing students into the program that will help them flourish. These steps ensure that we communicate clearly with families and select the best program for our students.
Resources	• Description of Program Options and Goals for EL's (Parent Handbook) Page 29-30 • Enrolling Students to Language Program Talking Points

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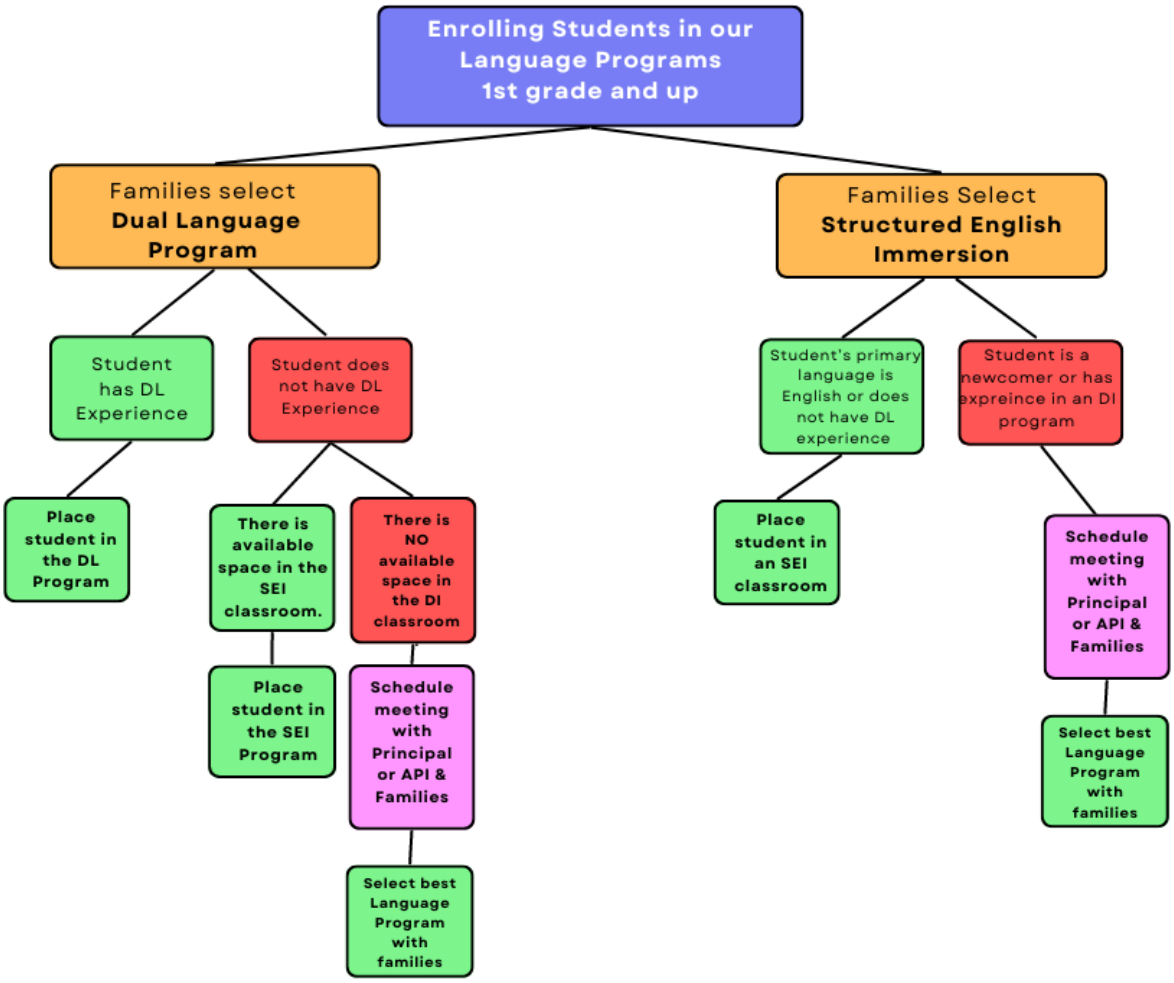

All Schools: Assigning Correct EL Level and Assessment

Members Involved	Registrars, Assistant Principal/Principals, Director of Math
Which Schools	All Schools
Why is this step necessary?	We must get to know our students as soon as they enroll in our schools, including understanding their EL status, literacy, and math skills. These timelines are connected to compliance due dates, and we stand by the timeline because they ensure we provide students with the necessary support.
Resources	TBD Updates

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Step #	Owner of Step	Step Notes
1.	Registrar	Enroll student
2.	Registrar	Determine ELD Status If a student is a Newcomer, fill out the TBD Tab on the Enrollment doc and: -Determine 30-Day Timeline -Search for Student in CALPADS to confirm no other previous enrollment exists -Add TBD status to PS -Notify KM to update the Status in CALPADS -TBD date should match the enrollment entry date
3.	Registrar	Notify ELD Lead and teacher coach about new student. Sample email: *Student Name: Heidi Garcia* *Advisory Teacher : 8C TeacherName* *ELD Status: Family listed him as EO* *CUM Status: I have requested CUM from previous school* *IEP Status: None* *Student Email: @stu.CaminoNuevo.org* *SSID: TBD will follow up by 06/06/22* *Other important information:* *Student will be coming by today to pick up tech and schedule. Mom is English speaking and has downloaded parent square.* *Thank you. Please let me know if you have any questions.*
4.	ELD Lead	If applicable, complete the initial ELPAC assessment within 30 days
5.	ELD Lead	After the initial ELPAC, communicate the ELD status to the Registrar so that the status can be updated on Power School
6.	ELD Lead	If applicable, add the student to the Spanish Math Diagnostic tracker and notify the Director of Math to assign the Math assessment in Spanish. Student must meet the following criteria: ● TBD status ● Emerging ELD Levels ● Any other students need to be approved by the Director of Math or DIrector of Biliteracy. Reminder: A student should test in the same language ALL year!
7.	ELD Lead	Ask the homeroom teacher to administer iReady assessments.

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Enroll in ELD & Provide Student Support

Members Involved	Registrars, EL Admin
Which Schools	All Schools, especially 6-12
Why is this step necessary?	When students enroll who are English Learners, we need to ensure that they're receiving the correct support in the classroom to be successful.
Resources	Newcomer Program

Step #	Owner of Step	Step Notes
1.	Registrar	Enroll student
2.	Registrar	Determine student's ELAS
3.	Registrar	If the student's status is either TBD or EL, notify the EL Admin.
4.	EL Admin	If a student is EL, review prior ELPAC scores & i-Ready scores to determine accurate placement in an ELD class
5.	EL Admin	If a student is TBD, speak with the student to determine whether they're at a beginning level of English proficiency in order to immediately enroll them in an ELD class. After administering the Initial ELPAC to TBD students, review results to determine whether the beginning ELD class is the accurate placement. If a student is *IFEP*, ELD is not needed.
6.	EL Admin	Communicate which ELD course the student should be enrolled in.
7.	Registrar	Enroll students in ELD class on PowerSchool.
8.	EL Admin	For students who are newcomers, share Newcomer Guidance with student's teacher & arrange release time for the teacher to plan appropriate instructional support for the student.

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Reclassification

Process

	Step	Owner	Resource	Notes
1	CNCA's Data Consultant creates RFEP Lists and RFEP Letters pre-filled out Director of Biliteracy and Multilingual Learners shares with the School Sites via email	Director of Biliteracy and Multilingual Learners	Sample RFEP List	RFEP List includes the names of students who are eligible for RFEP
2	Site EL Lead Schedules and holds a parent workshop to communicate RFEP qualification and request signatures on the parent letter Site EL Leads should have the workshop scheduled no more than 2 weeks after receiving RFEP List ● Invite Director of Biliteracy and Multilingual Learners to the workshop by sending a calendar invite	Site EL Leads	25-26 SY Parent RFEP Letters Sample RFEP Workshop PPT	The EL Lead may request support from the SFSC to invite parents to the RFEP Workshop using this Parent Square message and track RSVPs **Who should be present at RFEP Workshops?** Role: EL Lead — Duties: Bring printed RFEP letters; Facilitate workshop; Answer parent questions Role: Registrar — Duties: Support in the collection of RFEP Letters Role: Parents — Duties: Learn about RFEP process, learn about student info, sign RFEP letters
3	School files the original RFEP letter in the student's cumulative file. (Confirm on the Notification Form)	Registrar		
4	School updates PowerSchool Status & closes LIP Program (Confirm on the Notification Form)	Registrar		
5	School fills out RFEP Notification Form ● One submission per student	Registrar	RFEP Notification Form	
6	Knowledge Management team updates CALPADS and confirms on the tracker	KM Team		
7	The Director of Biliteracy will monitor RFEP Notifications in the KM/Academics team meeting, communicating with schools as needed	Director of Biliteracy and Multilingual Learners		

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Criteria

The following table outlines the CNCA-board approved Reclassification Criteria for 2025-2026:
*Students must meet ALL of the listed criteria in order to reclassify

Grades K-2	Grades 3-8	Grades 9-12
English Language Proficiency Assessment Summative ELPAC Overall performance level of 4.	**English Language Proficiency Assessment** Summative ELPAC Overall performance level of 4.	**English Language Proficiency Assessment** Summative ELPAC Overall performance level of 4.
Basic Skills Assessment Reads on grade-level on the IRLA, as per the assessment's scoring guide. OR Lexile level falls within "meets college and career readiness" band or better OR i-Ready Diagnostic placement of "Early On Grade Level" or better	**Basic Skills Assessment** IRLA Reading level is no more than one year below grade level. OR Lexile level falls within the "approaching college and career readiness" band or better. OR i-Ready Diagnostic placement of "One Grade Level Below" or better OR Scores a minimum of level 3 overall on ELA SBAC	**Basic Skills Assessment** Lexile level falls within the "approaching college and career readiness" band or better. OR i-Ready Diagnostic placement of "One Grade Level Below" or better OR Scores a minimum of level 3 overall on ELA SBAC
Teacher Evaluation ELA progress report grade of 3 or better.	**Teacher Evaluation** ELA progress report grade of 2 or better, or C- or better.	**Teacher Evaluation** ELA progress report grade of C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	**Parent Opinion** Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	**Parent Opinion** Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.

Alternate Reclassification Criteria

The purpose of the tables below is to delineate alternate criteria that an IEP team may consider in order to determine readiness for reclassification for students who meet all of the following criteria[7]:

- Student has been enrolled in U.S. schools for a minimum of six (6) years
- Student is at least in Grade 6 and attends school regularly
- Student has an active IEP and is eligible for special education services at the time this reclassification process is enacted

[7]

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Grades 6-12

Camino Nuevo RFEP Criteria	Alternate RFEP Criteria for SWDs who are LTELs
English Language Proficiency Assessment ● Summative ELPAC Overall performance level of 4 ● Summative Alternate ELPAC Overall Performance Level 3 **For Students with IEPs, refer to the Exemptions Guidance**	
Basic Skills Assessment IRLA Reading level is no more than one year below grade level. OR Lexile level falls within the "approaching college and career readiness" band or better. OR i-Ready Diagnostic placement of "One Grade Level Below" or better OR Scores a minimum of level 3 overall on ELA SBAC	**Score on Assessment of Basic Skills** Sufficient mastery of basic skills, as compared to native speakers of English with similar disabilities.
Teacher Evaluation ELA progress report grade of 2 or better, or C- or better.	**Teacher Evaluation** Student's level of mastery of grade-level literacy content for all domains (reading, writing, listening, and speaking) demonstrates parity with native speakers of English with similar disabilities (based on a combination of literacy grades and progress toward IEP goals)
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	**Parent Opinion** Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter. **If any of the above alternate criteria have been utilized to determine readiness for reclassification, parent approval must be obtained via an annual IEP team meeting.**

Family Partnerships

Camino Nuevo complies with all state requirements as related to communication with English Learner families about their children's progress. However, given that a cornerstone of Camino Nuevo Charter Academy is our Families as Partners philosophy and program, the partnership with English Learner families goes well beyond sending home mandatory written communication. School leaders also work to ensure that families are empowered with the knowledge and skills needed to advocate for their students as they progress through our English Learner program. Camino Nuevo schools have a Student and Family Services Coordinator (SFSCs) on the leadership team who supports families with this knowledge-building. SFSCs collaborate with instructional leaders to facilitate parent workshops related

to topics such as English Language Development, ELPAC, and the reclassification process. In addition to learning about Camino Nuevo programming and procedures during these workshops, families also learn strategies for supporting their students at home, as well as questions to ask their children's teachers in order to better understand student progress. Camino Nuevo teachers simultaneously receive development to support them in engaging in these family partnerships, as well. This is a top priority for Camino Nuevo because we believe that only with true family engagement can all English Learners achieve the goals outlined in our Vision for Language Learning: to excel in college and career, to realize their full potential through equitable participation in society, and to define their own success.

Evaluation of Program Effectiveness

The administrators of CNCA schools meet with members of the Academics Team from Camino Nuevo Charter Academy's Home Support Office on a regular basis in the form of weekly Learning Leaders PD sessions and quarterly Reciprocal Agreements. These meetings are opportunities for school site and organizational leaders to collectively evaluate the effectiveness of the entire educational program, including the English Learner Program. During these meetings, leaders analyze a wide range of EL performance data, including ELPAC scores, Lexile scores, Benchmark scores, and course grades. They also analyze whole child data points such as attendance and suspensions. This holistic portrait of English Learner performance allows leaders to synthesize programmatic strengths and weaknesses, as well as determine whether members of the following subgroups are in need of additional support:

- English Learners, especially Long-Term English Learners (LTELs) and students At Risk of Becoming LTELs
- Reclassified students, especially those who reclassified within the previous four school years

CNCA school leaders and Home Support Office staff also analyze performance data of reclassification candidates in order to ensure that all students who are ready or close to ready to reclassify are able to do so within the subsequent cycle. For example, students who are meeting all criteria but one are explicitly identified and targeted for intervention support, if needed, in order to ensure that they meet the missing criterion and reclassify swiftly.

School sites are also given strategic planning time to take into account recommendations from the Home Support Office, as well as their own ideas for programmatic adjustments. By engaging in annual strategy plan writing, and adjusting these plans on a quarterly basis based on the results of student achievement data, leaders at Camino Nuevo ensure that data is not collected to simply sit in a spreadsheet. Rather, data is used to prioritize leadership actions and to make programmatic adjustments in order to better meet the needs of all students, especially English Language Learners and reclassified students.

Coversheet

Non-Public Agency (NPA) Contract Review for Special Education Services

Section: IV. Consent Items
Item: W. Non-Public Agency (NPA) Contract Review for Special Education Services
Purpose: Vote
Submitted by:
Related Material: Conditional NPA Contract Approval-Insurance Req.pdf
CCE MASTER CONTRACT 25-26 SY.pdf
CCE Ins. Requirements.pdf
SBS Master Contract CNCA-2025-2026.pdf
SBS Ins. Requirements.pdf
El Paseo Master Contract 25-26.pdf
El Paseo Insurance Requirements.pdf
Edlogical 25-26 master contract .pdf
Edlogical Ins. Insurance Requirements.pdf

TO: Board of Directors
SUBJECT: Contract Approvals – Special Education (SPED) Service Providers
MEETING DATE: 6/17/25

Purpose:

To request Board consideration and conditional approval of contracts with Special Education (SPED) service providers for the upcoming 25-26FY to support the needs of students served by the Camino Nuevo Charter Academy.

Background:

Camino Nuevo Charter Academy has identified the need to contract with external SPED service providers to ensure that all students with IEPs receive the appropriate services as required by federal and state law, and in alignment with our authorizing district's oversight requirements.

The following SPED vendors have been selected to provide specialized services:

- **Cross Country Education (CCE)**
- **El Paseo Children's Center Inc.**
- **Edlogical Group Corp**
- **Special Education Services from Sincere Behavior Solutions (SBS)**

Each contract has been reviewed and prepared for Board consideration.

In accordance with Camino Nuevo Charter Academy's updated insurance requirements—designed to align with current risk management best practices—these terms have been provided to all vendors for their review. Staff will confirm written acceptance of these requirements prior to executing any contracts once they are received. The updated insurance requirements are currently under review by all involved parties as part of the overall approval process.

Recommendation:

Staff recommends the Board **approve the proposed contracts contingent upon each vendor's written agreement to the updated insurance requirements** (attached). No contract will be executed unless and until this condition is met. Any vendor who does not agree to the insurance requirements will have their contract brought back to the Board for further consideration.

Attachments:

- Draft Contracts- Cross Country Education (CCE), El Paseo Children's Center Inc., and Edlogical Group Corp, Special Education Services from Sincere Behavior Solutions (SBS)

- Updated Insurance Requirements per Vendor/Contractor

Hello,

Together, we've navigated challenges, celebrated growth, and stayed focused on student success. Your partnership makes all the difference.

As previously shared, starting next school year, California Education Code (EC) § 56366 requires schools to enter into a Master Contract with any Non-Public, Non-Sectarian School or Agency (NPS/A) providing services to students with IEPs.

To comply with California Department of Education requirements, we are now using a standardized California Master Contract, which includes our rate sheet to provide clear and consistent information about our services. We're pleased to share it with you now for your review and signature.

Thank you,

Team CCE

Cross Country Education.
21820 Burbank Blvd., Suite 310 Woodland Hills, CA 91367
(800) 347.2264 | **crosscountry.com/education**

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA CAMINO NUEVO CHARTER ACADEMY

Contract Year 2025-2026

New Mediscan II, LLC, dba Cross Country Education

_____

X Nonpublic Agency

Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2025-2026

LOCAL EDUCATION AGENCY: CAMINO NUEVO CHARTER ACADEMY

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2025, between, CAMINO NUEVO CHARTER ACADEMY hereinafter referred to as the local educational agency ("LEA"), and New Mediscan II, LLC dba Cross Country Education (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to 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*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any 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.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 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 NPS/A 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 Agreement 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 capacity as stated on CDE certification and in Section 24 of the Master Contract.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing 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 the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures provided at the start of the contract unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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 information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include a roster of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar 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 ninety-day period, all payments 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)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

When provided by the LEA, this Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to 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, 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 students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 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 five (5) 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 while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, 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 a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

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, 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(g).

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 related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual 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 (r)).

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(l).

f. "Parent" means:
   i. a biological or adoptive parent; 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,
   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,
   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).

   Parent does not include the state or any political subdivision of government or the NPS/A 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 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.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, , dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; 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 NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated;.

CONTRACTOR shall maintain student records 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 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, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, 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 student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

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

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County of Los Angeles.

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 party seeking such modification shall provide the LEA and/or 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.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. 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. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). 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 or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed 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 - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate

$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, 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 vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to 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 must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is 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 the 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 Contract 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 Contract 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 the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the 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. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any 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 certificates 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. The endorsements are to be on forms as required by the LEA. 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 the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the 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 subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request 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 pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. 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.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid 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 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 LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request

parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law 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.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPA 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*...

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. 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 Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CALENDARS

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide direct 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 ISA, CONTRACTOR shall provide Direct 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 Direct services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment for Direct Services. It is specifically understood that Direct services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service

provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. LEA understands and agrees that Indirect services may be performed on days and times the LEA is not in session.

25. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, upon request, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA agrees to the CONTRACTOR's provided forms for such data including, but not limited to, invoicing, attendance reports and progress reports. The CONTRACTOR may approve use of LEA's forms at their discretion.

26. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, 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, goals and objectives 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 recommended activities to support the transition.

27. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend 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, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition

services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings constitutes Indirect service billable hour(s).

28. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the 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 Behavior Intervention Plan ("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.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used 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.

CONTRACTOR shall complete a behavior emergency report 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. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies ***require*** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, 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 shall schedule with LEA an IEP meeting within two (2) days.

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:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. 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;
5. 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;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP 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.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

29. 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 Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; 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)) and pursuant to California Education Code section 56345 (b) (4).)

If the 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 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 student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding 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. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is billable as an indirect service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any 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 student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

30. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. 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. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

31. 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 four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

CONTRACTOR shall complete academic or other evaluations of the student five (5) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the 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, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

32. PARENT ACCESS

CONTRACTOR providing services off-campus as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall

be provided to the LEA prior to the start of off-campus services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

33. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core 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.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j).

PERSONNEL

34. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with 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). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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. Proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

35. 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 a 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(r), 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 all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
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.* and 45350 *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 two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) a passing ParaPro score. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

36. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall provide the LEA, upon request, with a current staff roster delineating license and credential information, along with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers.

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. 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 LEA within forty-five (45) 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 LEA 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 which such person is providing

services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

37. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR OFF-CAMPUS

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTORno later than the start of the school year or upon contract execution which is later.. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child 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 off-campus 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 problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

38. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures 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 comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a 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.

39. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to 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.

40. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to 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 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 student to whom medication is administered. Such written log shall specify the 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 maintains full responsibility for storing medications in a secure location and ensuring 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.

41. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to 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 section 11164 et seq. 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.

42. 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 pursuant to Government Code 12950.1.

43. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370.

FINANCIAL

44. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP, ISA and CONTRACTOR'S rate sheet. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month or calendar week when education or related services were provided. Invoices shall be submitted electronically. At a minimum, each invoice must contain the following information: specific days and times of services; name of staff who provided the service; total for each service and total for the invoice; indication of any made-up session consistent with this contract; and name or initials of each student for when the service was provided.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. 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 thirty (30)days of LEA's receipt of properly submitted invoices CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than thirty (30)days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

45. 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 has billed for direct services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (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 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 student.

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 or bases 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 correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. 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.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

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 fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

46. 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 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 students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

47. PAYMENT FOR ABSENCES

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of direct services when a student is absent.

48. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

When the emergency school closure is lifted, CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

49. 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 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: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated. 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 all reasonable times and without charge. All records shall be provided to LEA within five (5) working 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, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

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 over billing 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 over billing 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.

50. RATE SCHEDULE

The attached rate schedule (Exhibit A) delineates all rules surrounding time and costs billed for services. If any policy on Exhibit A contradicts any Master Contract provision, the Exhibit A will prevail.

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.

51. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> 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.

52. VIRTUAL SERVICES.

Most services are available for virtual delivery. If virtual services are requested, LEA agrees to indemnify and hold harmless CONTRACTOR for any violations of FERPA while delivering virtual or other services requested by Client.

53. SCHOOL PROPERTY.

Any items provided by LEA to CONTRACTOR Personnel is the responsibility of the LEA. CONTRACTOR will not reimburse LEA for any items not returned by the CONTRACTOR Personnel to the LEA.LEA agrees to contact CONTRACTOR with equipment needs to determine if CONTARCTOR can supply.

54. STAFFING SERVICES.

CONTRACTOR will refer to LEA qualified and skilled personnel for positions described in Exhibit A meeting the requirements outlined by LEA and set forth in Exhibit C for Client's locations set forth in Exhibit D. CONTRACTOR will supply Personnel. CONTRACTOR will use commercially reasonable efforts to provide the Personnel when and as requested by LEA. CONTRACTOR will use commercially reasonable efforts to verify Personnel credentials; however, CONTRACTOR makes no warranty or guaranty concerning Personnel abilities or performance and LEA will exercise its independent judgment in accepting and retaining Personnel for assignment. All other testing and/or additional credentialing required by LEA, including any changes to Exhibit C, shall be performed by CONTRACTOR at LEA's sole cost and expense. Any such LEA requirements shall be billed to LEA.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
New Mediscan II, LLC dba Cross Country Education	
Nonpublic Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Contract Administration	
Name and Title **New Mediscan II, LLC dba Cross Country Education**	**Name and Title**
Nonpublic Agency **6551 Park of Commerce Blvd. NW**	**LEA**
Address **Boca Raton,** **FL** **33487**	**Address**
City **State** **Zip** 800.873.9182	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**

EXHIBIT A: 2025-2026 RATES

EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. 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: 08/03/2025

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
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
CF	$97.85	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
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
Education Specialist	$104.03	8 hours daily
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
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

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. 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: 08/03/2025
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	$405.00 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit - Full Day – 0.00 – 8.00 hours	$440.00 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential) - Full Day – 0.00 – 8.00 hours	$480.00 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher - Full Day – 0.00 – 8.00 hours	$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	$31.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	$37.50 per hour
Office Assistant – no classroom support – high school diploma	$37.00 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	$37.50 per hour
Certified Nursing Assistant (CNA) – licensed	$41.75 per hour
Licensed Vocational Nurse (LVN) – licensed	$59.25 per hour
Special Education Aide – Non-Crisis Intervention (NCI) Certified or QBS Trained – classroom support – 48 units - licensed	$39.75 per hour
Behavior Intervention Aide (BII)	$41.75 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support - licensed	$43.75 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

SIGNATURE

PRINTED NAME

TITLE

DATE

Client: CAMINO NUEVO CHARTER ACADEMY

SIGNATURE

PRINTED NAME

TITLE

DATE

EXHIBIT B: ISA

INDIVIDUAL SERVICE AGREEMENT FOR RELATED SERVICES
NONPUBLIC, NONSECTARIANSCHOOL/AGENCY SERVICES
(Education Code sections 56365, 56366, et seq.) (Page 1 of 2)

NAME OF LOCAL EDUCATION AGENCY: _____
NAME OF NONPUBLIC SCHOOL/AGENCY: _____
PUPIL NAME: _____ SEX: ☐ M ☐ F
(Last) (First) (Middle)
PUPIL I.D./S.S. #: _____ BIRTHDATE: _____ GRADE: _____
RESIDENTIAL SETTING: ☐ HOME ☐ FOSTER ☐ LCI LCI PHONE # _____
PARENT/GUARDIAN: _____ PHONE: _____ _____
(Residence) (Business)
PUPIL'S ADDRESS: _____ CITY: _____ STATE: CA ZIP: _____
NON-EDUCATIONAL PLACING AGENCY: (If applicable) _____

CONTRACT TERMS

1. The pupil's teacher/service provider will hold the following credential/license: _____ (Generic description, i.e., LH Credential).
2. The class size for the pupil will not exceed _____ and/or the therapist/pupil ratio will not exceed 1:1/group .
3. The length of the instructional program will be consistent with the Master Contract unless otherwise specified.
4. Authorized educational services as specified in the IEP shall be provided by the CONTRACTOR under other provisions up to the amount specified.
5. Method for complying with statewide standardized assessment requirements: _____
6. Other provisions (attachments as necessary). _____

A. BASIC EDUCATION PROGRAM (Applies to Nonpublic schools only)

Number of Days _____ x Per Diem $ _____ = Total Basic Education Costs (A) $ _____
(Include extended school year days as appropriate to the pupil's IEP)

B. RELATED SERVICES

	Service Provider			Total Minutes Hrly/ Per Week/or Session	Cost Per Session					Annual Max Total Cost For Contract Period
	LEA	NPS/A	OTHER		DLY	WKLY	HRLY	GROUP	# of Wks	
1. Transportation										
2. S&L - Group										
3. S&L - Individual										
4. OT - Group										
5. OT - Individual										
6. PT										
7. ABA - Consult										
8. ABA – Direct										
9. ABA - Supervision										
10. AB - Assessment										
11. Other										

MAXIMUM TOTAL RELATED SERVICES COST (B) $ _____
MAXIMUM TOTAL BASIC EDUCATION AND RELATED SERVICES COST (A + B) $ _____
MAXIMUM PER DIEM FOR BASIC EDUCATION AND RELATED SERVICES $ _____

NPS/A Service Agreement, Rev. 7-14
Page 1 of 2

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INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code sections 56365, 56366, et seq.) (Page 2 of 2)

PUPIL NAME: _____
(Last) (First) (Middle)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The Contractor will implement the Individualized Education Program (IEP) in accordance with this Agreement and the Master Contractor, and will request an IEP review prior to any change in the service program. Invoices shall be submitted based on actual service provided and attendance standards addressed in the Master Contract.

The parties hereto have executed this contract by and through their duly authorized agents or representatives. This contract is effective on _____ and terminates at 5:00 p.m. on _____ unless sooner terminated as provided herein.

-CONTRACTOR-		-LOCAL EDUCATIONAL AGENCY-	
(Authorized Signature)	(Date)	(Authorized Signature)	(Date)
(Type or Print Name)	(Date)	(Type or Print Name)	(Date)
(Name of NPS/NPA)		(Name of District, SELPA, County Office)	
(Mailing Address)		(Mailing Address)	
(City/State/Zip Code)		(City/State/Zip Code)	

EXHIBIT C: 2025-2026 Credentialing Requirements

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, Education Specialist, 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 D: 2025-2026 Locations

School	Address	City	State	Zip
CNCA Burlington Campus (Lower)	697 S. Burlington Ave	Los Angeles	CA	90057
CNCA Burlington Campus (Upper 4-8)	653 S. Burlington Ave	Los Angeles	CA	90057
CNCA Dalzell Lance Campus (Temple HS)	3500 W. Temple St.	Los Angeles	CA	90004
CNCA Home Office	3435 W. Temple St.	Los Angeles	CA	90026
CNCA Jane B. Eisner Campus	2755 W. 15th Street	Los Angeles	CA	90006
CNCA Jose A. Castellanos Campus	1723 Cordova St	Los Angeles	CA	90007
CNCA Kayne Siart Campus (Harvard)	3400 West 3rd St.	Los Angeles	CA	90020
CNCA Sandra Cisneros Learning Academy	1018 Mohawk St.	Los Angeles	CA	90026

Insurance Requirements.

Cross Country Education (CCE) shall procure and maintain, at its sole cost and expense, for the duration of this Agreement, and for such other times as stated herein, the following insurance coverages and limits:

Commercial General Liability Insurance: Written on an occurrence basis with limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate. Coverage must include bodily injury (including death), personal and advertising injury, and property damage. Policy shall include broad form contractual liability coverage and name Camino Nuevo Charter Academy, its board, employees, and agents as additional insureds.

Automobile Liability Insurance: For all owned, non-owned, and hired automobiles, with a combined single limit of $1,000,000 per accident for bodily injury and property damage.

Workers' Compensation Insurance: With statutory limits and Employer's Liability insurance of not less than $1,000,000 per accident or disease, including a Waiver of Subrogation in favor of Camino Nuevo Charter Academy.

Professional Liability (Malpractice) Insurance: With limits of not less than $1,000,000 per claim and $2,000,000 in the aggregate.

Childhood Sexual Assault Insurance: With limits of not less than $1,000,000 per occurrence or claim and $3,000,000 in the aggregate. Camino Nuevo Charter Academy, its board, employees, and agents must be included as additional insureds.

Provisions Applicable to Insurance Requirements:
(a) Acceptability of Insurers
(b) Verification of Coverage
(c) Primary and Noncontributory Coverage
(d) Claims-Made Coverage Requirements
(e) Umbrella or Excess Insurance
(f) Broader Coverage and Limits
(g) Severability of Interest (Cross Liability)
(h) Notice of Cancellation Requirements
(Please refer to the detailed language embedded in this message for exact text that outlines all listed provisions a-h.)

Complete Insurance Provisions Language Below:

Provisions Applicable to Insurance Requirements.

(a). Acceptability of Insurers. Unless otherwise reviewed and accepted by Camino Nuevo Charter Academy, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and admitted to do business in California, or approved by the Surplus Lines Association.

(b) Verification of Coverage. Cross Country Education (CCE) shall furnish Camino Nuevo Charter Academy with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to Camino Nuevo Charter Academy. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by Camino Nuevo Charter Academy before work or service commences. Acceptance of Cross-Country Education (CCE) Certificates of Insurance does not relieve Cross Country Education (CCE) of the insurance requirements, nor decrease the liability of Cross Country Education (CCE) under this Agreement. It is Cross Country Education (CCE) responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of Camino Nuevo Charter Academy to obtain proof of insurance required under this Agreement shall not in any way be construed to be a waiver of any right or remedy of Camino Nuevo Charter Academy, in this or any regard.

(c). Primary and Noncontributory. The insurance required to be maintained by Cross Country Education (CCE) shall be primary and any insurance or self-insurance maintained by Camino Nuevo Charter Academy shall be excess only, and not be required to contribute with it.

(d). Claims-Made Coverage. If any coverage is maintained on a claims-made basis, the following shall apply:

(i). The retroactive date must be shown, and must be before the date of this Agreement or the beginning of services.

(ii). Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of the contract services.

(iii). If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, Cross Country Education (CCE) must purchase an extended reporting period for a minimum of three (3) years after completion of the contract services.

(e) Umbrella or Excess Insurance. Any Umbrella or Excess insurance shall also apply on a primary and noncontributory basis for the benefit of Camino Nuevo Charter Academy, before Camino Nuevo Charter Academy’s own primary insurance or self-insurance shall be called upon to protect it as a Named Insured.

(f). Broader Coverage and Limits. The insurance requirements under this Agreement shall be the greater of (1) the minimum coverage and limits specified in this Agreement, or (2) the broader coverage and maximum limits of coverage of any insurance policy or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of Contractor hereunder.

(g). Severability of Interest (Cross Liability). A severability of interest provision must apply for the additional insureds, ensuring that Cross Country Education (CCE) insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the policies' limits.

(h) Notices; Cancellation of Coverage. No policy required to be maintained by Cross Country Education (CCE) shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to Camino Nuevo Charter Academy unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.)

2025-2026

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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2025 - 2026

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, 2025, 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, 2025 - June 30th, 2026** (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, 2026. In the event the contract is not renegotiated by June 30, 2026, 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 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 CONTACTOR 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 ravel-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 2025 and terminates at 5:00 P.M. on 30th day of June, 2026, 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. **Late Payment Fee:** Payments not received within fifteen (15) calendar days after the due date will be subject to a late fee of one hundred dollars ($100) per late month (i.e., 30 calendar days).

F. 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 situation 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	$117.00 per hour				
2. IEP Prep & Attendance			X	$117.00 per hour				
3. Behavior Intervention Consulting and Training (BCBA)			X	$117.00 per hour				
4. 504/Non-IEP support (BCBA with approval of LEA)			X	$117.00 per hour				

5. Behavior Implementation Interventionist (CPI-trained)			X	$45.00 per hour				
6. Behavior Implementation Interventionist (Non-CPI Trained)			X	$43.00 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)	$117.00	• 1 hour for IEPs and all other virtual meetings/services including consult. • 1.5 hours for direct services
Consult from BID	$117.00	
Functional Behavior Assessment (BCBA required)	$117.00	
Behavior Implementation Interventionist (CPI-trained)	$45.00	• 4 hours
Behavior Implementation Interventionist (Non-CPI Trained)	$43.00	

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, 2025 and terminates at 5:00 P.M. on June 30th, 2026, 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**
(424) 488-4621 **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**

Insurance Requirements.

CONTRACTOR shall procure and maintain, at its sole cost and expense, for the duration of this Agreement, and for such other times as stated herein, the following insurance coverages and limits:

Commercial General Liability insurance which shall be written on an occurrence basis with coverage at least as broad as Insurance Services Office (ISO) form CG 00 01 with limits not less than $1,000,000 per occurrence and $2,000,000 in the aggregate, against claims for bodily injury (including death), personal and advertising injury, and property damage. Said policy shall include broad form contractual liability coverage and include LEA, its affiliated schools, board, employees, and agents as additional insureds.

Workers' Compensation insurance with statutory limits and **Employer's Liability** insurance with limits not less than $1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a Waiver of Subrogation in favor of LEA, its board, employees, and agents.

Automobile Liability insurance for all owned, non-owned, and hired automobiles (any auto-Symbol 1) covering claims for bodily injury and property damage with a combined single limit of $1,000,000 per accident.

Educator's Legal Liability/Professional Liability insurance with limits not less than $1,000,000 per claim and $2,000,000 in the aggregate.

Childhood Sexual Assault (AKA Sexual Abuse & Molestation) insurance with limits not less than $1,000,000 per occurrence or claim and $3,000,000 in the aggregate. LEA, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Cyber Liability.
CONTRACTOR shall procure and maintain Cyber Liability insurance with limits not less than $1,000,000 per occurrence or claim and $2,000,000 in the aggregate which shall include the following coverage:

(a) Liability arising from the theft, dissemination and/or use of confidential information, including but not limited to, personally identifiable information (PII), protected health information (PHI), security codes, access codes, passwords, or personal identification numbers (PINS);
(b) Notification costs, credit monitoring and other expert services, regulatory fines and defense costs;
(c) Network security liability arising from unauthorized access to, use of, or tampering with computer systems, including hacker attacks;
(d) Liability arising from the introduction of a computer virus into, or otherwise causing damage to vendor (first party) or LEA's (third party) computer, computer system, network or similarly related property and the data, software and programs thereon.

Umbrella/Excess Liability insurance. The insurance requirements set forth above may be satisfied with a combination of primary and excess or umbrella policies. LEA, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Provisions Applicable to Insurance Requirements.

(a). **Acceptability of Insurers**. Unless otherwise reviewed and accepted by LEA, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and admitted to do business in California or approved by the Surplus Lines Association.

(b) **Verification of Coverage**. CONTRACTOR shall furnish LEA with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to LEA. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by LEA prior to the commencement of the Internship Program. It is CONTRACTOR's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of LEA to obtain proof of insurance required under this Agreement shall not in any way be construed to be a waiver of any right or remedy of LEA, in this or any regard.

(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, its affiliated schools, board, employees, and agents 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.

(4) CONTRACTOR is responsible for the payment of any deductibles or self-insured retentions (SIRs) pertaining to the policies required under this Agreement. **Any deductibles or self-insured retentions above $100,000 must be declared to, and approved by the LEA. The LEA, in its sole discretion, may request financial proof of CONTRACTOR's ability to satisfy any SIR/Deductible exceeding the stated threshold above.**

(c). **Primary and Noncontributory**. Except for Workers' Compensation and Professional Liability insurance, the coverages required to be maintained by CONTRACTOR shall be primary and any insurance or self-insurance maintained by LEA shall not be required to contribute with it.

(d). **Claims-Made Coverage.** If any coverage is maintained on a claims-made basis, the following shall apply:
(i). The retroactive date must be shown and must be before the date of this Agreement or the beginning of services.
(ii). Insurance must be maintained, and evidence of insurance must be provided for at least three (3) years after completion of the contract services.
(iii). If coverage is canceled or non-renewed and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, CONTRACTOR must purchase an extended reporting period for a minimum of three (3) years after completion of the contract services.

(f). **Broader Coverage and Limits.** It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of CONTRACTOR hereunder.

(g). **Severability of Interest (Cross Liability).** A severability of interest provision must apply for the additional insureds, ensuring that CONTRACTOR's insurance shall apply separately to each insured against whom a claim is made, or suit is brought, except with respect to the policies' limits.

(h) **Notices; Cancellation of Coverage**. No policy required to be maintained by CONTRACTOR shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to LEA unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.

(i) **Changes in Coverage and/or Limits.** LEA reserves the right to modify the insurance coverages and limits required of CONTRACTOR under this Agreement. Such modifications may be necessary due to changes in laws or regulations, results from risk assessments, industry standards, alterations in the scope or nature of operations, or a history of claims that suggest a need for different coverage and/or limits. The Owner will provide written notice of any changes at least thirty (30) days prior to their effective date and will confer with the CONTRACTOR during the 30-day notice period.

Professional Services Agreement
El Paseo Children's Center, Inc.

This Professional Services Agreement, hereinafter referred to as the "AGREEMENT" is made and entered into as of the 16th day of August, 2025 by and between Camino Nuevo Charter Academy with a physical location of 3435 West Temple Street, Los Angeles, CA 90026, hereinafter referred to as "CLIENT" and El Paseo Children's Center, Inc., a corporation formed under the laws of the State of California, whose physical address is 74-075 El Paseo Drive, Suite A2B, Palm Desert, CA 92260, hereinafter referred to as "AGENCY". AGENCY or CLIENT may sometimes be referred to hereinafter individually as "Party" or be collectively referred to as "Parties".

RECITALS

WHEREAS, AGENCY operates as a Non-Public Agency in the State of California and employs individuals, hereinafter referred to as "PERSONNEL", to provide special education related services and assessments; and

WHEREAS, CLIENT desires to engage AGENCY to provide special educational and related services to its students; and

WHEREAS, AGENCY is agreeable to providing PERSONNEL to provide special educational services on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, the Parties, for the consideration stated herein, mutually agree to enter into this AGREEMENT subject to the following terms and conditions:

1.) Services. AGENCY will, upon request by CLIENT, provide licensed PERSONNEL to provide the special educational and related services listed in "Exhibit B - Services Provided and Fee Schedule", hereinafter referred to as "SERVICES", subject to availability of qualified Personnel.

2.) Term. The term of this AGREEMENT, will begin on the 16th day of August, 2025 and shall continue in full force and effect until the 30th day of June, 2026, hereinafter referred to as "TERM". This AGREEMENT shall not automatically renew.

3.) Compensation. AGENCY will provide SERVICES under this AGREEMENT at the Fees listed on School Rate Sheet. AGENCY will invoice when services are provided or testing is completed.

3.1 Invoice Method. AGENCY will submit invoices to CLIENT via one or both of the following method(s):

US Mail:

Camino Nuevo Charter Academy
3435 West Temple
Los Angeles, CA 90026

Email: (individual school sites)

3.2 Payment. All amounts due to AGENCY are due and payable within thirty (30) days from date of invoice.

CLIENT will send all payments to the following address:

El Paseo Children's Center, Inc.
74-075 El Paseo Drive, Suite A2B
Palm Desert, CA 92260

3.3 Late Payment. Invoices not paid within thirty (30) days from issue date will accumulate interest, until paid, at the rate of one and one-half percent (1.5%) per month on the unpaid balance, equating to an annual percentage rate of eighteen percent (18%) or the maximum rate permitted by applicable law, whichever is less.

4.) AGENCY Responsibilities.

4.1 PERSONNEL. AGENCY will supply CLIENT with PERSONNEL who meet the following criteria:

4.1.1 Possess current state license/registration and/or certification, as applicable and appropriate for the SERVICES provided to cadets of CLIENT.

4.1.2 Meet AGENCY and CLIENT conditions of employment regarding health clearance (to include proof of pre-employment TB skin testing), provision of professional references, background checks, and any other applicable hiring criteria, documentation of which will be kept in the AGENCY employee file.

4.2 Fingerprinting / Criminal Background Check. The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to AGENCY's SERVICES under this AGREEMENT and AGENCY certifies its compliance with these provisions as follows: "AGENCY certifies that the AGENCY has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all AGENCY's PERSONNEL who may have contact with CLIENT's students in the course of providing SERVICES pursuant to the AGREEMENT, and the California Department of Justice has determined that none of the PERSONNEL has been convicted of a felony, as that term is defined in Education Code section 45122.1."

4.3 Insurance. AGENCY will maintain (at its sole expense) insurance policies as listed in Exhibit A. AGENCY will provide a certificate of insurance evidencing such coverage upon request by CLIENT.

4.4 Wages, Taxes, and Employee Benefits. AGENCY acknowledges that as being an independent contractor that it agrees that it is the sole responsibility of AGENCY for payment of all wages, of all applicable federal, state and local taxes or contributions, including unemployment insurance, social security, worker's compensation and related costs related to employing PERSONNEL.

5.) CLIENT Responsibilities.

5.1 Non-performance. If CLIENT concludes, in its sole discretion, that any PERSONNEL provided by AGENCY have engaged in misconduct, or have been negligent, CLIENT may require the PERSONNEL to leave the premises and will notify AGENCY immediately in writing, providing in reasonable detail the reason(s) for such dismissal, and may provide AGENCY with a right to cure such situation, in AGENCY's sole discretion. CLIENT's obligation to compensate AGENCY for such individual's services will be limited to the amount of SERVICES provided. AGENCY will not reassign the individual to CLIENT without prior approval of the CLIENT. If AGENCY requests feedback, CLIENT shall provide feedback in a timely manner.

5.2 Compliance with Regulatory Standards. In all instances where PERSONNEL are supervised by CLIENT, CLIENT shall be required to document and develop an incident report of any injury, illness, or ailment experienced by PERSONNEL at the CLIENT workplace in accordance with applicable federal, state and local laws, rules and regulations.

5.3 Insurance. CLIENT will maintain at its sole expense a valid policy of insurance evidencing insurance as specified in Exhibit A CNCA & PNEDG Insurance Requirements. CLIENT will provide evidence of such insurance to AGENCY upon AGENCY'S request.

5.4 Non-Solicitation / Conversion Fee. During the term of the AGREEMENT and for twelve (12) months after its termination, AGENCY agrees to not directly or indirectly, personally or through an agent or agency, solicit, hire or contract with or employ any of AGENCY's PERSONNEL. An exception to this prohibition may be agreed to only in writing by the Parties. If CLIENT enters into an employer-employee relationship with PERSONNEL or refers PERSONNEL to a third party for employment before twelve (12) months expires from the termination date, CLIENT agrees to pay AGENCY a Conversion Fee in the amount equal to $10,000.

5.5 Right to Dismiss. CLIENT may request the dismissal of any PERSONNEL for any reason; provided, however, that AGENCY shall have the right to cure such dismissal, in AGENCY'S sole discretion. CLIENT agrees to notify AGENCY of any such action immediately in writing, providing in reasonable detail the reason(s) for such dismissal. CLIENT shall be obligated to compensate AGENCY for such individual's services limited to the number of hours actually worked.

6.) Independent Contractor. AGENCY and CLIENT are independent legal entities. Nothing contained in this AGREEMENT will be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this AGREEMENT. Neither AGENCY nor CLIENT nor any of their respective agents or employees shall control or have any right to control the activities of the other party in carrying out the terms of this AGREEMENT.

7.) Confidential Information. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients. Both Parties agree to hold such information in strict confidence and not to disclose such information to third Parties or to use such information for any purpose whatsoever other than performing under this AGREEMENT or as required by law. No knowledge, possession, or use of CLIENT's confidential information will be imputed to AGENCY as a result of PERSONNEL's access to such information.

8.) Availability of Personnel. The Parties agree that AGENCY's duty to supply PERSONNEL on request of CLIENT is subject to the availability of qualified PERSONNEL. The failure of AGENCY to provide PERSONNEL or the failure of CLIENT to request PERSONNEL results in no penalty to CLIENT or any Party claiming by or through it and shall not constitute a breach of this AGREEMENT.

9.) Non-discrimination. Neither AGENCY nor CLIENT will discriminate on the basis of age, race, color, national origin, religion, sex, disability, being a qualified disabled veteran, being a qualified veteran of the Vietnam era, or any other category protected by law.

10.) Limitation of Liability. Neither AGENCY nor CLIENT will be responsible for special, indirect, incidental, consequential, or other similar damages, including but not limited to lost profits, that the other Party may incur or experience in connection with this AGREEMENT or the SERVICES provided, however caused, even if such Party has been advised of the possibility of such damages. In no event shall AGENCY be liable to CLIENT in an amount that exceeds the fees paid to AGENCY by CLIENT pursuant to the terms of this AGREEMENT.

11.) Indemnification. AGENCY agrees to indemnify and hold harmless CLIENT, its directors, officers, employees, and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third Parties in connection with the sole gross negligent performance of AGENCY, its directors, officers, employees, or agents under this AGREEMENT only.

CLIENT agrees to indemnify and hold harmless AGENCY, its directors, officers, shareholders, employees, and agents from and against any and all losses, damages, claims, actions, or liabilities, and expenses connected therewith (including reasonable attorney's fees) which may be asserted against them by third Parties arising out of any act or inaction of CLIENT, its directors, officers, employees, or agents under this AGREEMENT.

12.) Confidentiality. The Parties agree to keep the terms and conditions of this AGREEMENT, and any information exchanged or obtained hereunder is strictly confidential, and not to disclose such information and materials to any third Party, except pursuant to a court order or applicable law, rule or regulation.

12.1 HIPAA Compliance. In instances where AGENCY receives Protected Health Information, herein referred to as "PHI" in connection with the Services provided to CLIENT, AGENCY and CLIENT agree that they shall each:

12.1.1 Comply with the applicable provisions of the Administrative simplification section of the Health Insurance Portability and Accountability Act of 1986, as codified at 42 U.S.C. §1320d through d-8, hereinafter referred to as "HIPAA".

12.1.2 Adhere to all requirements of any regulation promulgated thereunder.

12.1.3 Not use or further disclose any PHI concerning a patient other than as permitted by this AGREEMENT, the requirements of HIPAA and/or applicable- federal regulations. AGENCY shall implement appropriate safeguards to prevent the use or disclosure of a patient's PHI other than provided for by this AGREEMENT.

12.1.4 Promptly report any violations, use and/or disclosure of a client/patient's PHI not provided for by this AGREEMENT as soon as practicable, upon becoming aware of the improper violation(s), use and/or disclosure.

12.2 Breach of Confidentiality. In the event that either Party is in breach of any provision(s) of this Article of the AGREEMENT, it shall immediately advise the opposite Party and take steps to remedy such breach, including, but not limited to protecting against the consequences of any disclosure or use of PHI in violation of this AGREEMENT. Both Parties acknowledge that use or disclosure of the PHI, in any manner inconsistent with this AGREEMENT, may result in irreparable and continuing damage and that the Party damaged by the disclosure shall have the right to seek legal and equitable relief, including injunctive relief, without the necessity of posting bond or other security necessary to protect against any such breach or threatened breach, including, without limitation, injunctive relief.

13.) Compliance with Laws. AGENCY and CLIENT agree that all SERVICES provided pursuant to this AGREEMENT shall be performed in compliance with all applicable federal, state, or local rules and regulations.

14.) No Agency Created. AGENCY agrees and understands that no authority exists pursuant to this AGREEMENT for AGENCY to enter into any third Party contract, assume any obligation, or to make any representation to third Parties on behalf of, or which may bind CLIENT.

15.) No Rights in Third Parties. This AGREEMENT does not create any rights in, or inure to the benefit of, any third Party except as expressly provided herein.

16.) Authority to Bind Parties. Neither Party in the performance of any and all duties under this AGREEMENT, except as otherwise provided in this AGREEMENT, has any authority to enter into any third party contract, assume any obligation, bind the other Party to any agreements or undertakings, or make any representation to third Parties on behalf of, or which may bind the other Party.

17.) Assignment. Neither Party may assign, transfer, convey any of [his or her] rights, interest, nor delegate the performance of any of [his or her] duties under this AGREEMENT without the prior written consent of the other Party.

18.) No Unauthorized Use of Names. Neither Party will use the other's name in any advertisement, promotion, business card, etc. without the other Party's prior written consent.

19.) Non-Waiver. The failure of the CLIENT to seek redress for violation of, in any one or more instances to insist upon strict performance of any of term or condition of this AGREEMENT or to exercise any option herein conferred shall not be deemed or construed as a waiver or relinquishment of such term or condition, or prevent a subsequent similar act from constituting a violation of such term or condition. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

20.) Severability. In the event that one or more of the terms, conditions or provisions of this AGREEMENT is held, in whole or in part, by a court of competent jurisdiction to be invalid, void, or unenforceable, then only that provision will be omitted and the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

21.) Survival. All provisions that logically ought to survive termination of this AGREEMENT shall survive.

22.) Governing Law. The rights, duties, and obligations of the Parties, along with the terms and conditions of this AGREEMENT shall be governed by the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this AGREEMENT shall have venue in Riverside County, California.

23.) Conflicts. The terms of this AGREEMENT shall control over any conflicting terms in any referenced agreement or document.

24.) Provision of Law Clause. Each and every provision of law clause required by law to be inserted in the AGREEMENT shall be deemed to be inserted herein and the AGREEMENT shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either Party the AGREEMENT shall forthwith be physically amended to makes such insertion or correction.

25.) Cumulative Rights. Any specific right or remedy provided in this AGREEMENT will not be exclusive but will be cumulative of all other rights and remedies.

26.) Attorney's Fees. Expenses, Costs. If either Party hereto becomes involved in litigation arising out of this AGREEMENT or the performance thereof, the court in such litigation, or in a separate suit, shall award reasonable costs and expenses, including attorney fees, the court will not be bound by any court fee schedule, but shall, if it is in the interest of justice to do so, award the full amount of the costs, expenses, and attorney fees paid or incurred in good faith.

27.) Force Majeure. Neither Party shall be held responsible or liable for any delay or failure of performance of any part of this AGREEMENT to the extent such delay or failure is caused by or result of Acts of Nature (including fire, flood, earthquake, storm, or other natural disaster), explosion, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), terrorist activities, civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, embargo, government sanction, riot, labor dispute, strike, lockout, interruption or failure of electricity, or other similar causes beyond its control and without the fault or negligence of the delayed or nonperforming Party. The affected Party will notify the other Party in writing within ten (10) days after the beginning of any such cause that would affect its performance. Notwithstanding, if a Party's performance is delayed for a period exceeding thirty (30) days from the date the other Party receives notice under this paragraph, the non-affected Party will have the right, without any liability to the other Party, to terminate this AGREEMENT.

28.) Notices. Any and all notices, demands, or other communications required or desired to be given hereunder by any Party shall be in writing and shall be validly given or made to the other Party if personally served, or if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand or other communication is given by mail, such notice shall be conclusively deemed given three (3) business days after deposit thereof in the United States mail addressed to the Party to whom such notice, demand or other communication is to be given as follows:

If to CLIENT:
Camino Nuevo Charter Academy
3435 West Temple
Los Angeles, CA 90026

If to AGENCY: Attn: Brent Cooper
El Paseo Children's Center, Inc.
74-075 El Paseo Drive, Suite A2B
Palm Desert, CA 92260

Either Party may change the address to which notices are sent by sending written notice of such change of address to the other Party.

29.) Termination. Either Party may revoke and otherwise terminate this AGREEMENT according to the specific terms and/or conditions listed below. Either Party must notify the other Party in writing of their intention to take such action. Any such writing shall be sent to the other Party by United States mail, certified or registered, postage prepaid, return receipt requested.

29.1 Without Cause. Either Party may, upon thirty (30) days' notice, with or without reason, terminate this AGREEMENT. Upon this termination, CLIENT shall only be obligated to compensate AGENCY for SERVICES satisfactorily rendered by PERSONNEL to the date of termination. Written notice by either Party according to specifics of Paragraph 28 "Notices" shall be sufficient to stop further performance of SERVICES by AGENCY's PERSONNEL.

29.2 With Cause. Either Party may terminate this AGREEMENT upon giving notice of intention to terminate for cause. Written notice shall contain the reason for such intention to terminate and unless within three (3) business days after service of such notice the condition or violation has ceased, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the three (3) business days cease and terminate and CLIENT shall compensate AGENCY only for SERVICES satisfactorily rendered to the date of termination. Written notice by either Party according to specifics of Paragraph 28 "Notices" shall be sufficient to stop further performance of SERVICES by AGENCY's PERSONNEL. Cause shall include:

29.2.1 Material violation of this AGREEMENT by either Party; or

29.2.2 Any act by either Party exposing the other Party to liability to others for personal injury or property damage; or

29.2.3 Either Party ceases conducting business in the normal course, becomes insolvent, makes a general assignment for the benefit of creditors, suffers or permits the appointment of a receiver for its business or assets or shall avail itself of, or become subject to, any proceedings under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of AGENCY this AGREEMENT shall terminate and be of no further force and effect.

29.3 Immediate Termination. Either Party may terminate this AGREEMENT immediately without prior notice, and upon this termination, CLIENT shall only be obligated to compensate AGENCY for SERVICES satisfactorily rendered by PERSONNEL to the date of termination, if AGENCY or its PERSONNEL or CLIENT or its employees commits an act of fraud, dishonesty, or any other act of negligent, reckless or willful misconduct that causes harm, financial loss, or other illegal acts that negatively affects the other Party.

30.) Calculation of Time. For the purposes of this AGREEMENT, "days" refers to calendar days and "business days" refers to exclusively to weekdays excluding federal, state or local holidays observed by CLIENT.

31.) Headings, Captions and Interpretations. Paragraph or Section headings in this AGREEMENT are used solely for convenience, and shall not to be considered a part of this AGREEMENT and are not intended to be a full and accurate description of the contents hereof. No provision of this AGREEMENT shall be interpreted for or against a Party because that Party or its legal representative drafted such provisions, and this AGREEMENT shall be construed as if jointly prepared by the Parties.

32.) Incorporation of Recitals and Exhibits. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

33.) Entire Agreement, Counterparts and Amendments. This AGREEMENT and any exhibits attached hereto sets forth and constitutes the entire AGREEMENT and understanding among the Parties with respect to the subject matter hereof. This AGREEMENT may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document. This AGREEMENT supersedes any and all prior or contemporaneous understandings, negotiations, correspondence, undertakings, promises, covenants, arrangements, communications, representations and agreements, whether oral or written, with respect to the Services contemplated, and may be amended or modified only by a written instrument executed by both Parties to the AGREEMENT.

34.) Signature and Acceptance.

34.1 Signature Authority. Each Party has the full power and authority to enter into and perform this AGREEMENT, and the person signing this AGREEMENT on behalf of each Party has been properly authorized and empowered to enter this AGREEMENT.

34.2 ACCEPTANCE OF AGREEMENT. YOU ACKNOWLEDGE THAT YOU HAVE READ THIS AGREEMENT AND AGREE TO ALL ITS TERMS AND CONDITIONS. YOU HAVE INDEPENDENTLY EVALUATED THE DESIRABILITY OF THE SERVICE AND ARE NOT RELYING ON ANY REPRESENTATION AGREEMENT, GUARANTEE OR STATEMENT OTHER THAN AS SET FORTH IN THIS AGREEMENT.

The Parties hereto have executed this AGREEMENT by and through their duly authorized representatives on the dates indicated below.

	El Paseo Children's Center, Inc.
(CLIENT)	(AGENCY)
	Brent Cooper
(Authorized CLIENT Representative's Name)	(Authorized AGENCY Representative's Name)
	Brent Cooper
(AGENCY's Representative's Signature)	(AGENCY's Representative's Signature
	760-342-4900 5/13/2025
(Phone Number) (Date Signed)	(Phone Number) (Date Signed)

Insurance Requirements.

CONTRACTOR shall procure and maintain, at its sole cost and expense, for the duration of this Agreement, and for such other times as stated herein, the following insurance coverages and limits:

Commercial General Liability insurance which shall be written on an occurrence basis with coverage at least as broad as Insurance Services Office (ISO) form CG 00 01 with limits not less than $1,000,000 per occurrence and $2,000,000 in the aggregate, against claims for bodily injury (including death), personal and advertising injury, and property damage. Said policy shall include broad form contractual liability coverage and include LEA, its affiliated schools, board, employees, and agents as additional insureds.

Workers' Compensation insurance with statutory limits and **Employer's Liability** insurance with limits not less than $1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a Waiver of Subrogation in favor of LEA, its board, employees, and agents.

Automobile Liability insurance for all owned, non-owned, and hired automobiles (any auto-Symbol 1) covering claims for bodily injury and property damage with a combined single limit of $1,000,000 per accident.

Educator's Legal Liability/Professional Liability insurance with limits not less than $1,000,000 per claim and $2,000,000 in the aggregate.

Childhood Sexual Assault (AKA Sexual Abuse & Molestation) insurance with limits not less than $1,000,000 per occurrence or claim and $3,000,000 in the aggregate. LEA, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Cyber Liability.
CONTRACTOR shall procure and maintain Cyber Liability insurance with limits not less than $1,000,000 per occurrence or claim and $2,000,000 in the aggregate which shall include the following coverage:

(a) Liability arising from the theft, dissemination and/or use of confidential information, including but not limited to, personally identifiable information (PII), protected health information (PHI), security codes, access codes, passwords, or personal identification numbers (PINS);
(b) Notification costs, credit monitoring and other expert services, regulatory fines and defense costs;
(c) Network security liability arising from unauthorized access to, use of, or tampering with computer systems, including hacker attacks;
(d) Liability arising from the introduction of a computer virus into, or otherwise causing damage to vendor (first party) or LEA's (third party) computer, computer system, network or similarly related property and the data, software and programs thereon.

Umbrella/Excess Liability insurance. The insurance requirements set forth above may be satisfied with a combination of primary and excess or umbrella policies. LEA, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Provisions Applicable to Insurance Requirements.

(a). **Acceptability of Insurers**. Unless otherwise reviewed and accepted by LEA, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and admitted to do business in California or approved by the Surplus Lines Association.

(b) **Verification of Coverage**. CONTRACTOR shall furnish LEA with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to LEA. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by LEA prior to the commencement of the Internship Program. It is CONTRACTOR's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of LEA to obtain proof of insurance required under this Agreement shall not in any way be construed to be a waiver of any right or remedy of LEA, in this or any regard.

(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, its affiliated schools, board, employees, and agents 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.

(4) CONTRACTOR is responsible for the payment of any deductibles or self-insured retentions (SIRs) pertaining to the policies required under this Agreement. **Any deductibles or self-insured retentions above $100,000 must be declared to, and approved by the LEA. The LEA, in its sole discretion, may request financial proof of CONTRACTOR's ability to satisfy any SIR/Deductible exceeding the stated threshold above.**

(c). **Primary and Noncontributory**. Except for Workers' Compensation and Professional Liability insurance, the coverages required to be maintained by CONTRACTOR shall be primary and any insurance or self-insurance maintained by LEA shall not be required to contribute with it.

(d). **Claims-Made Coverage.** If any coverage is maintained on a claims-made basis, the following shall apply:
(i). The retroactive date must be shown and must be before the date of this Agreement or the beginning of services.
(ii). Insurance must be maintained, and evidence of insurance must be provided for at least three (3) years after completion of the contract services.
(iii). If coverage is canceled or non-renewed and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, CONTRACTOR must purchase an extended reporting period for a minimum of three (3) years after completion of the contract services.

(f). **Broader Coverage and Limits.** It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of CONTRACTOR hereunder.

(g). **Severability of Interest (Cross Liability).** A severability of interest provision must apply for the additional insureds, ensuring that CONTRACTOR's insurance shall apply separately to each insured against whom a claim is made, or suit is brought, except with respect to the policies' limits.

(h) **Notices; Cancellation of Coverage**. No policy required to be maintained by CONTRACTOR shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to LEA unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.

(i) **Changes in Coverage and/or Limits.** LEA reserves the right to modify the insurance coverages and limits required of CONTRACTOR under this Agreement. Such modifications may be necessary due to changes in laws or regulations, results from risk assessments, industry standards, alterations in the scope or nature of operations, or a history of claims that suggest a need for different coverage and/or limits. The Owner will provide written notice of any changes at least thirty (30) days prior to their effective date and will confer with the CONTRACTOR during the 30-day notice period.

2025 - 2026

SERVICES AGREEMENT

Camino Nuevo Charter School

&

EdLogical Group Corp

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EdLogical Group Corp ("Company")
TERMS OF SERVICE AGREEMENT

This Agreement made on this **April 30, 2025**, Between Customer and Company (hereinafter the "Agreement")

BETWEEN: Camino Nuevo Charter School, 3435 W. Temple St. Los Angeles, CA 90026 (hereinafter the "Customers")

AND:

EdLogical Group Corp. 9255 E. Stockton Blvd. Suite 224, 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

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.

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.

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").

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RATE SHEET		
EdLogical Services (Assessments, Services, and School/Student Support)	**Minimum Hours On-Site Fee**	**Hourly Rate**
Adapted Physical Education Teacher (APE)	4	$105
Assistive Technology Specialist (AT)	2	$150
Associate Marriage & Family Therapist (AMFT)	7	$80
Audiologist (AUD)	2	$168
Behavioral Aide (BA) – CPI Trained	7	$48
Board Certified Behavior Analyst (BCBA)	3	$122
Certified Nurse Assistant (CNA)	7	$60
Certified Occupational Therapy Assistant (COTA)	3	$80
Credentialed School Nurse (CSN)	4	$112
Deaf and Hard of Hearing Teacher/Specialist (DHH)	2	$122
Instructional Assistant (IA)	7	$42
Licensed Marriage & Family Therapist (LMFT)	7	$95
Licensed Vocational Nurse (LVN)	7	$78
Medical Assistant (MA)	7	$60
Occupational Therapist (OT)	3	$134
Office Assistant (OA)	7	$45
Orthopedic Impairment Specialist (OI)	2	$150
Physical Therapy Assistant (PTA)	4	$80
Physical Therapist (PT)	3	$135
Registered Nurse (RN)	7	$110
Resource Specialist Teacher (RST)	4	$100
School Administrator/Special Ed Coordinator (SA/SEC)	4	$220
School Psychologist (SP)	3	$120
Speech and Language Therapy Assistant (SLPA)	4	$80
Speech and Language Therapist (SLP)	3	$134
Translation Report Services (TRS)	4	$94
Visually Impaired Specialist (VI)	4	$150

***Virtual assessments and services – 1 hour minimum**

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Additional Fees		
Administrative Tasks	Administrative tasks related to assignments such as communications with school coordinators/staff and parents/guardians; Setting up and preparing for assessments and sessions; Caseload and set up and session preparation; Documentation into databases; SEIS/Welligent tasks; Research tasks; Running reports; Housekeeping tasks	1-30 minutes: at .50 minimum hourly rate 31-60 minutes: at 1-hour minimum hourly rate 61 minutes and above: hours worked at hourly rate
Breaks	CA mandated breaks will be billed to school site if provider is requested to work without break for more than 5 hours	Hourly rate
Consultation	Collaboration with school staff, parents/guardians and/or IEP team for consultation/conference meetings; Review of student records	1 hour minimum at hourly rate
Drive Time	If provider drives more than 30 miles one way	Hourly rate
IEP Development/Attendance	Assessment/services coordination; IEP review; Progress reports; Session notes; Attending IEP meetings; Database upload of IEP documents and completing information	1 hour minimum at hourly rate
Lesson/Session Planning	Lesson and session planning in preparation of service delivery, teaching, and caseload management	1 hour minimum at hourly rate
No Show/Cancelation/Absence	Cancelation made without a 24-hour notice of scheduled service, assessment, or meeting	Hourly rate
Professional Development/Staff Trainings	In-person or virtual training: Coordination, prep and training time	Double hourly rate
Rush Assessment Requests	• Academics, APE, AT, Audiological, DHH, FBA, health, OI, OT, PT, and VI: requested less than 10 business days before due date • Psych and speech: requested less than 15 business days before due date	1 1/2 hourly rate
Schedule Changes	School provides 24-hour notice of any changes in the school or students' schedule that will impact the provider's scheduled visit.	Hourly rate
School Closure	Unforeseen power outage, natural disaster, school closures, etc. without 24-hour notice	Half of scheduled time
Special Assessment Tools	Special assessment tools that require provider to utilize to assess students	Hourly rate
Supervision	Supervision of interns or assistants	Hourly rate
Travel Time – Long Distance Over 60+ miles	If travel accommodations are required	$300/day per provider

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ARTICLE II

PAYMENT

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 30-35 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.

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. 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

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.

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

This Agreement shall commence on **July 1, 2025 (the “Effective Date”) and terminate on June 30, 2026** (hereinafter the "Expiration Date").

This Agreement may be terminated by either party, upon thirty (90) days written notice to the other party, with or without cause.

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.

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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.

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.

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

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

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 $30,000.

ARTICLE VI

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REPRESENTATIONS AND WARRANTIES OF COMPANY

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.

Company further warranties 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.

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. Further, Company represents that Company is not currently in default of any agreement or contract.

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

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.

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

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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.

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.

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.

Company shall comply with Education Code section 45125.1 regarding fingerprinting. Company or their sub-contractors shall bear their own costs of fingerprinting.

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.

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

Company agrees that during the term of this Agreement, Company will maintain an insurance policy with a reputable insurance company. "Camino Nuevo Charter School" 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

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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.

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 appropriates to the Contractor's profession, with limit no less than $1,000,000 per occurrence or claim, $2,000,000 aggregate.

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

In the event that any dispute or claim arises between the parties from this Agreement, its performance, breach,

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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.

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.

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.

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

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

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

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.

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

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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.

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.

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.

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.

Camino Nuevo Charter School 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

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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)

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.

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 School** 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,

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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.

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 **April 30, 2025**

Camino Nuevo Charter School (CUSTOMER)	**EdLogical Group Corp** (COMPANY)
_____	_____
Authorized Signature	Authorized Signature
_____	Sara Cervantez VP of Program Quality
Name and Title	Name and Title
_____	_____
Date	Date

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Insurance Requirements.

Company shall procure and maintain, at its sole cost and expense, for the duration of this Agreement, and for such other times as stated herein, the following insurance coverages and limits:

Commercial General Liability insurance which shall be written on an occurrence basis with coverage at least as broad as Insurance Services Office (ISO) form CG 00 01 with limits not less than $1,000,000 per occurrence and $2,000,000 in the aggregate, against claims for bodily injury (including death), personal and advertising injury, and property damage. Said policy shall include broad form contractual liability coverage and include Customer, its affiliated schools, board, employees, and agents as additional insureds.

Workers' Compensation insurance with statutory limits and **Employer's Liability** insurance with limits not less than $1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a Waiver of Subrogation in favor of Customer, its board, employees, and agents.

Automobile Liability insurance for all owned, non-owned, and hired automobiles (any auto-Symbol 1) covering claims for bodily injury and property damage with a combined single limit of $1,000,000 per accident.

Educator's Legal Liability/Professional Liability insurance with limits not less than $1,000,000 per claim and $2,000,000 in the aggregate.

Childhood Sexual Assault (AKA Sexual Abuse & Molestation) insurance with limits not less than $1,000,000 per occurrence or claim and $3,000,000 in the aggregate. Customer, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Cyber Liability.
Company shall procure and maintain Cyber Liability insurance with limits not less than $1,000,000 per occurrence or claim and $2,000,000 in the aggregate which shall include the following coverage:

(a) Liability arising from the theft, dissemination and/or use of confidential information, including but not limited to, personally identifiable information (PII), protected health information (PHI), security codes, access codes, passwords, or personal identification numbers (PINS);
(b) Notification costs, credit monitoring and other expert services, regulatory fines and defense costs;
(c) Network security liability arising from unauthorized access to, use of, or tampering with computer systems, including hacker attacks;
(d) Liability arising from the introduction of a computer virus into, or otherwise causing damage to vendor (first party) or customer's (third party) computer, computer system, network or similarly related property and the data, software and programs thereon.

Umbrella/Excess Liability insurance. The insurance requirements set forth above may be satisfied with a combination of primary and excess or umbrella policies. Customer, its affiliated schools, board, employees, and agents shall be included as additional insureds.

Provisions Applicable to Insurance Requirements.

(a). **Acceptability of Insurers**. Unless otherwise reviewed and accepted by Customer, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and admitted to do business in California or approved by the Surplus Lines Association.

(b) **Verification of Coverage**. Company shall furnish Customer with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to Customer. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by Customer prior to the commencement of the Internship Program. It is Company's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of Customer to obtain proof of insurance required under this Agreement shall not in any way be construed to be a waiver of any right or remedy of Customer, in this or any regard.

(c). **Primary and Noncontributory**. Except for Workers' Compensation and Professional Liability insurance, the coverages required to be maintained by Company shall be primary and any insurance or self-insurance maintained by Customer shall not be required to contribute with it.

(d). **Claims-Made Coverage.** If any coverage is maintained on a claims-made basis, the following shall apply:
(i). The retroactive date must be shown and must be before the date of this Agreement or the beginning of services.
(ii). Insurance must be maintained, and evidence of insurance must be provided for at least three (3) years after completion of the contract services.
(iii). If coverage is canceled or non-renewed and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, Company must purchase an extended reporting period for a minimum of three (3) years after completion of the contract services.

(f). **Broader Coverage and Limits.** It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of Company hereunder.

(g). **Severability of Interest (Cross Liability).** A severability of interest provision must apply for the additional insureds, ensuring that Company's insurance shall apply separately to each insured against whom a claim is made, or suit is brought, except with respect to the policies' limits.

(h) **Notices; Cancellation of Coverage**. No policy required to be maintained by Company shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to Customer unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.

Coversheet

10th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

Section: IV. Consent Items
Item: X. 10th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group
Purpose: Vote
Submitted by:
Related Material:
10th Amended Limited Services Agreement (July 1 2024).final.pdf
NinthAmended Limited Services Agreement (July 1 2024).final Revised 6-20-24 SIGNED.pdf

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TENTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY

Effective Date: July 1, 2025

This Seventh Amended Agreement for Limited Services ("Agreement") is entered into and effective July 1, 2025, 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 effective July 1, 2021, Seventh Amended Limited Services Agreement effective July 1, 2022, and a Eighth Amended Limited Services Agreement effective July 1, 2023, Ninth Amended Limited Services Agreement effective July 1, 2024, and Tenth Amended Limited Services Agreement effective July 1, 2025 (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:

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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, 2025 for a term of twelve (12) months, ending on June 30, 2026. 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.

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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;

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(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, 2025, 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 2025-2026 school year to be $6,421,880.

4.2. As compensation for the ELOP services described in Section 3.3 above, the "ELOP Compensation" for the 2025-2026 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 2025-2026 school year shall be $906,002.99. For July through September, $271,800.90 will be paid as Mental Health Program Compensation. For October through June, $634,202.09 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 $1,605,470, as Base Compensation, $62,500 as ELOP Compensation, and $271,800.90 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2025. 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.

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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

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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

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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: _____	By: _____
Name: _____	Name: _____
Its: _____	Its: _____
Date: _____, 2025	Date: _____, 2025

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NINTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY

Effective Date: July 1, 2024

This Ninth 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

By: Adriana Abich
Name: Adriana Abich
Its: CEO
Date: June 18, 2024

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

By: Tamara Powers
Name: Tamara Powers
Its: Board Chair
Date: June 24, 2024

Coversheet

Employee Handbook Updates

Section: IV. Consent Items
Item: Y. Employee Handbook Updates
Purpose: Vote
Submitted by:
Related Material: 2025-2026 CNCA Handbook Edit Summary.pdf
2025-2026 CNCA Employee Handbook - DRAFT.pdf

2025-2026 CNCA Handbook Edit Summary

1. **Page 5:** ***Message from the CEO:*** The welcome message from our CEO was updated.

Dear Team Member,

Thank you for choosing to be part of the Camino Nuevo community.

My name is Adriana Abich, and I have the honor of serving as the Chief Executive Officer of Camino Nuevo Charter Academy. More than just a role, this position is a privilege—one that allows me to collaborate with a passionate team of educators, leaders, and support staff who are deeply committed to ensuring our students thrive.

By joining CNCA and PNEDG, you are stepping into an organization grounded in the values of belonging, equity and social justice. We acknowledge that public education has historically fallen short in serving all communities equitably, and we are committed to transforming that reality—beginning with our own practices and systems.

For more than two decades, we have worked with unwavering purpose to ensure our students:

- Receive a high-quality TK–12th grade education that prepares them for success in college and beyond.
- Are supported through mentorship and financial resources to get to and through college.
- Are seen and valued as unique individuals, with personalized support and opportunities within a rigorous, standards-based curriculum.

As a new team member, you are now part of that ongoing mission. Thank you for bringing your skills, passion, and commitment to this important work. Together, we will continue to build a school community that is safe, inclusive, and transformative—for students and for one another.

I look forward to the impact we'll make together.

Welcome to the team!

Warmly,
Adriana Abich
Chief Executive Officer
Camino Nuevo Charter Academy

2. **Page 7-8:** This year, CNCA partnered with Promise54 to deepen our equity work and ensure our policies are more inclusive of all staff. This section has been updated to provide greater clarity around our identity, our mission, and the values that guide our work. The following sections have been updated to reflect greater clarity and alignment with our organizational values and structure:

   - ***History of CNCA and PNEDG:*** Clarified the relationship between CNCA and PNEDG within our historical context.
   - ***CNCA Mission, Vision, and Values:*** Included our anchor values alongside the mission and vision.
   - ***CNCA and PNEDG Commitment to Equity:*** Added a summary of the Equity Statement created by our Board.
   - ***Operating Principles and Norms:*** Introduced our organizational norms that guide our work. "Operating Norms" document will be linked in the section highlighted in yellow.

3. **Page 9:** ***Introduction to the Handbook****:* Section was updated to be more values aligned. We also made policies and guidance more accessible to staff, with the goal of increasing transparency.

4. **CNCA Page 14 –*Employment Status, section 2 Part-Time Employees:*** Language was added to clarify the eligibility for prorated employee benefits for those who regularly and consistently work 30 or more hours per week. See revised language below in red:

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

5. **Page 16 – *Introductory Period-*** Added the term "business" to provide greater clarification regarding the introductory period for employees. See revised language below in red:

   F. INTRODUCTORY PERIOD

   (Applies to employees who are not members of the certificated bargaining unit)
   The introductory period for all employees, classified or certificated, is the first thirty (30) business days of continuous employment at Camino Nuevo Charter Academy. During this time, you will learn your job duties and responsibilities, get acquainted with your colleagues, and determine whether your position is a match. During this time, your supervisor will closely monitor your performance.
   Upon completion of the introductory period, CNCA will review your performance and determine whether your performance is satisfactory enough to continue your

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

During the introductory period, the employee may receive professional development and peer mentoring, where appropriate. An employee on introductory status will receive feedback from the Principal or supervisor regarding their progress no later than 30 business days from the first day of work. Notwithstanding this introductory period, CNCA may terminate an employee prior to the end of a 120-business day period, consistent with any contractual rights.

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

6. **Page 19-** ***Paid Time Off (PTO) Approval and Blackout Periods:*** This policy was added to provide employees with clarity and transparency regarding the time off approval process and blackout periods.

PTO Approval Process

All requests for Paid Time Off (PTO) must be submitted in accordance with your sites established procedures and within the required timeframe. While we strive to accommodate employee requests whenever possible, the organization reserves the right to approve, deny, or rescind prior approval of PTO based on operational needs, staffing levels, or other considerations. Approval of PTO is not guaranteed and is subject to managerial discretion.

Blackout Dates for PTO

To ensure the continuity of operations and the success of key initiatives, the organization may designate specific dates as PTO blackout periods during which time off will generally not be approved. These blackout dates may include, but are not limited to:

- Professional development days;
- All-staff or whole-group meetings (i.e. leadership institute, retreat days, etc.);
- Schoolwide or organization-wide events (i.e. success conference, etc.);
- Critical operational deadlines or time-sensitive projects.

Employees will be notified of blackout periods in advance whenever possible. Exceptions to blackout restrictions may be made on a case-by-case basis at the discretion of management.

7. **Page 28-** ***Employee/Staff Interaction:*** Additional language was included to clarify the purpose and intent of this policy.

At Camino Nuevo Charter Academy (CNCA), we have a strict policy regarding staff and student interactions. This rigidity is designed to keep both students and staff safe by establishing clear boundaries and expectations. The purpose of this policy is to set forth

clear expectations for how staff can actively contribute to creating a safe environment for students while fulfilling their professional responsibilities.

This policy also aims to help employees understand how their behavior reflects CNCA's Core Values: Equity, Belonging, Community, Excellence, Innovation, and Joy. By following these guidelines, staff members can ensure their interactions with students support CNCA's mission.

We recognize that CNCA employees care deeply for their students, and this policy provides clear guidance on which behaviors demonstrate that care in a way that is both appropriate and legal. It outlines the types of interactions that are consistent with CNCA's professional standards and ensures that employees and students engage in safe, respectful, and legally compliant relationships.

Additionally, this policy highlights behaviors and boundaries necessary to safeguard students, while also emphasizing the significant legal and ethical consequences of violating these standards. Ultimately, this policy is intended to protect our school community and promote a healthy, nurturing environment for students and staff alike.

8. **Page 31 – *J. Conduct and Employment Outside Work*-** In response to recent events, language was added to clarify employees' rights related to participation in protests.

J. CONDUCT & EMPLOYMENT OUTSIDE WORK

In general, Camino Nuevo Charter Academy will not prohibit any employees outside employment or off-duty activities unless such activities negatively impact CNCA. For example:

Illegal or Immoral Conduct

CNCA prohibits any illegal or immoral conduct by an off-duty employee that affects or has the potential to affect CNCA.

Outside Employment

CNCA prohibits outside employment (including self-employment) that conflicts with employment at CNCA, impacts the employee's work performance or schedule, and/or affects the business interests of CNCA.

Protests and Media Engagement

Employees have the right to participate in lawful public demonstrations or protests on their own time and as private individuals. However, to protect the Camino Nuevo Charter Academy's reputation and to ensure a clear separation between personal views and CNCA position, the following guidelines apply:

- Employees may not claim to represent Camino Nuevo Charter Academy or imply CNCA endorsement when participating in protests, demonstrations, or public events.
- Employees must not wear identifying apparel, uniforms, display badges, or otherwise identify themselves as employees of CNCA during any protest or public demonstration.

- If approached by members of the media in relation to a protest or other public event, employees must not speak on behalf of CNCA unless specifically authorized to do so.
- Employees may not disclose confidential or proprietary information during any interaction with the media.
- Employees must not mention Camino Nuevo Charter Academy or their employment status with CNCA when expressing personal views in public forums, including media interviews and social media, in a context that could suggest CNCA affiliation or endorsement.

9. **Page 38- *N. Standards of Conduct:*** Language remains the same but the section was moved from page 29 to page 38.

10. **Page 40- O. *Performance Evaluations:*** We added a purpose statement to this section and included links to all employee evaluation rubrics (highlighted in yellow) and tools to promote accessibility and transparency for all staff.

1. Purpose

Performance evaluations provide all staff members with the opportunity to assess individual performance, communicate job expectations, and foster professional growth and development. The purpose of this policy is to clarify the performance evaluation process. The complementary guidance is provided to centralize processes in one place for ease and clarity.

At CNCA and PNEDG, staff growth is by far the most impactful level in improving learning outcomes for our students. As such, we have invested in designing a staff development model to ensure we support all staff in reaching their full potential. The purpose of the PNEDG/HSO Performance Management process is twofold: for clarity and for growth, and can be summed up by these two questions:

- Are we living up to the promise of providing students with a high-quality education that prepares them for success?
- How do we support staff so that they know where and how to grow in their practice?

Relevant Documents

- For All Staff: Performance Management Evaluation Guidance
- For School Leaders: Teacher Performance Management Guidance
- For Managers: Tips for Preparing for EOY Evaluation Conversations
- Rubrics:
  - Classified Staff Evaluation Rubric (student-focused role)
  - Classified Staff Evaluation Rubric (non-student-focused role)
  - Classified Staff Evaluation Rubric (non-student-focused role- Spanish)
  - School Leader Evaluation Rubric: Principal

- School Leader Evaluation Rubric: Assistant Principal
- School Leader Evaluation Rubric: School Operations Manager
- School Leader Evaluation Rubric: Family Services Coordinator
- TOSA Evaluation Rubric
- Teachers: Teacher Growth Tool (General Education Teachers)
- Teachers: Inclusion Growth Tool (Special Education Teachers)

- For Managers and School Leaders: Coaching and Observation Tools and Procedures

11. **Page 51-** ***A. Paid Time Off:*** This section was added to provide an overview of the Paid Time Off offered by PNEDG and CNCA, and to highlight our commitment to supporting the well-being of all employees.

    At CNCA we are committed to supporting the well-being of our employees through a comprehensive Paid Time Off (PTO) package. This policy reflects our belief that time away from work allows our team to recharge, address personal matters, and return to work rejuvenated and inspired to engage in the challenging and rewarding work at CNCA.

    To honor the needs of our staff, CNCA has established a generous, human-centered PTO policy designed to meet the diverse needs of our full-time staff.

    All Full-time employees receive:
    - 13 paid holidays
    - 10 vacation days
    - 10 sick days; with the option to borrow up to 20 additional sick days as needed for catastrophic illness
    - 2 school-wide shutdown periods: a one-week winter holiday break and a one-week Spring Break
    - 3 wellness half days

    All CNCA are encouraged to use their time off as needed to support a positive employee experience. Time off should be used in alignment with applicable policies and procedures.

12. **Page 52 –** ***Holidays:*** Language was added to clarify employees who are on leave are not eligible for holiday pay.

13. **Page 53-** ***Wellness Days:*** Language was added to define Wellness Days and outline the guidelines for accessing this benefit.

    Wellness Days were introduced in 2021 in response to the COVID-19 pandemic to support staff during an especially challenging time. These designated half-days off throughout the

year allow employees to focus on their personal health and well-being. Employees must be present at work on the day of a Wellness Day in order to receive the benefit. Wellness Days cannot be used in conjunction with sick or vacation time. If an employee is out sick or on vacation, the number of hours reported should match their regular workday schedule

14. **Page 56 – *E. Sick Leave:*** Language was added to clarify the circumstances under which a certification from a healthcare provider may be required for absences.

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

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

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

Certification by your health care provider is required for absences of three or more consecutive workdays. However, CNCA may also request such certifications in situations where it is determined that it is warranted, such as for absences:

- on professional development day when a pattern of absence on PD days exists.
- on an organization-wide event day (e.g. Success Conference, Graduations, etc.);
- immediately before or after a holiday when there is reason to suspect sick leave is being used to extend the holiday,
- immediately before or after a furlough day, student break, or shut down;
- when unexcused absences become excessive and/or a pattern of poor attendance exists that is disruptive the operation of a school and/or affecting job performance.

Camino Nuevo Charter Academy

CAMINO NUEVO CHARTER ACADEMY

Employee Handbook

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

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

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

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

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

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EXHIBITS:

A. PNEDG/CNCA Staff/Student Interaction Permission Slip

I. MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

Dear Team Member,

Thank you for choosing to be part of the Camino Nuevo community.

My name is Adriana Abich, and I have the honor of serving as the Chief Executive Officer of Camino Nuevo Charter Academy. More than just a role, this position is a privilege—one that allows me to collaborate with a passionate team of educators, leaders, and support staff who are deeply committed to ensuring our students thrive.

By joining CNCA and PNEDG, you are stepping into an organization grounded in the values of belonging, equity and social justice. We acknowledge that public education has historically fallen short in serving all communities equitably, and we are committed to transforming that reality—beginning with our own practices and systems.

For more than two decades, we have worked with unwavering purpose to ensure our students:

- Receive a high-quality TK–12th grade education that prepares them for success in college and beyond.
- Are supported through mentorship and financial resources to get to and through college.
- Are seen and valued as unique individuals, with personalized support and opportunities within a rigorous, standards-based curriculum.

As a new team member, you are now part of that ongoing mission. Thank you for bringing your skills, passion, and commitment to this important work. Together, we will continue to build a school community that is safe, inclusive, and transformative—for students and for one another.

I look forward to the impact we'll make together.

Welcome to the team!

Warmly,
Adriana Abich
Chief Executive Officer
Camino Nuevo Charter Academy

II. CAMINO NUEVO CHARTER ACADEMY (CNCA) AND PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP (PNEDG)

A. History of CNCA and PNEDG

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

Today, Pueblo Nuevo Development – now the Pueblo Nuevo Education and Development Group continues to supports all Camino Nuevo Charter Academy campuses. Each school stands out for providing a full range of student and family support services and delivering an education tailored to the specific needs and demands of the neighborhoods they serve. Students have access to college-preparatory classes, mental health services, and enrichment programs including art, music, and dance. Pueblo Nuevo EDG also makes college success possible for Camino Nuevo graduates through an alumni support program and scholarships.

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

B. CNCA Mission, Vision and Values

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

Anchor Values: As we come together to educate and inspire the next generation of leaders, it is important that we ground ourselves in the core values that guide our work and define our culture. These values—Equity, Belonging, Community, Excellence, Innovation, and Joy—are essential to fulfilling our mission to prepare students to be literate, critical thinkers, independent problem solvers, and agents of social justice.

- **Equity:** We recognize, value, and support the individuality and experiences of all students and employees. To advance and achieve just outcomes, we respond to and meet their unique emotional, psychological, social, and learning needs.
- **Belonging:** We cultivate a culture in which all Camino students, staff, parents, and stakeholders feel welcomed, heard, included, respected, and appreciated.

- **Community:** We are committed to our community's joy and diversity and celebrate the richness of the cultural and environmental contexts in which our students and families live.
- **Excellence:** We prepare our students to be social justice centered community members who are prepared for college, career, and/or technical pathways through outstanding education. We support staff in all positions to reach their highest levels of professional growth and development.
- **Innovation:** We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our approach.
- **Joy:** We embrace high expectations while fostering curiosity, passion, and a love of learning. By honoring the strengths and unique gifts of our students, families, and educators, we create communities where growth and celebration go hand in hand.

C. CNCA and PNEDG Commitment to Equity

CNCA and PNEDG are rooted in a deep commitment to equity and social justice. We acknowledge the historical inequities in public education and actively work to dismantle systems that have denied too many students access to a high-quality education. For over 20 years, our mission has centered on ensuring that all students receive a rigorous TK-12th grade education, mentorship, and financial support to succeed in and through college. We are dedicated to honoring each student as a unique individual, offering tailored support within the framework of a standards-based curriculum. Our ongoing work is focused on cultivating the next generation of leaders and agents of social justice.

D. Operating Principles and Norms

At Camino Nuevo and Pueblo Nuevo, we encourage teams to develop and update their operating principles annually to guide their work. These principles are designed to promote clarity and transparency around staff expectations, ensuring alignment with CNCA's and PNEDG's organizational values. While not exhaustive, they serve as a foundation for fostering an excellent educational environment and a positive, inclusive culture for our staff, students, and families.

We recommend creating these principles collaboratively to ensure alignment and encourage buy-in. Throughout the year, you can expect your campus and smaller teams to develop and reference their operating principles as part of their work. Included is an example of the operating principles used by CNCA's leadership teams across our network HERE.

~~III. CNCA HISTORY~~

~~Camino Nuevo Charter Academy is an independent network of charter schools that were founded in August 2000 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood, west of downtown Los Angeles. The MacArthur Park neighborhood is one of the poorest and most densely populated neighborhoods in Los Angeles. In 1992, Philip Lance, an Episcopal Minister, began working with residents of the community to find ways to address the severe economic and social problems in the area. Over the past 20 years,~~

several organizations and businesses have grown out of this effort, including a thrift store, a worker-owned janitorial company, a non-profit community development corporation, a free health clinic, charter schools and a preschool. Together, these organizations are providing children with outstanding and enriched educational opportunities as well as revitalizing this urban neighborhood and making it a safe and healthy place to live.

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

Over the last 20+ years, CNCA has expanded to include four TK-8 campuses, and one high school campus. To date, CNCA serves approximately 3,100 students in the Greater McArthur and Echo Park communities of Los Angeles. Today, CNCA is a community of high-performing public

schools that utilize a comprehensive approach to prepare students from transitional kindergarten through high school for success in college and in life. Integrating academic rigor, community, family, and wellness to empower students to thrive in a culturally connected and changing world.

IV. DESCRIPTION OF HANDBOOK

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

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

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

The Following Provisions Apply to All CNCA Employees Who Are Not Members of The Certificated Bargaining Unit.

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

~~None of CNCA's personnel documents and benefit plans, including this employee handbook, constitutes, or is intended to constitute, an expressed or implied contract guaranteeing continued~~

~~employment for any employee. No supervisor has any authority to enter into a contract of employment--expressed or implied--which changes or alters the at-will employment relationship. Only the CEO has the authority to enter into an employment agreement that alters the at-will employment relationship, which is binding only if it is in writing. All contracts will be reviewed on an annual basis by the Principal/Supervisor and the CEO.~~

~~All CNCA Employees~~

~~This employee handbook is the property of CNCA. All rights are reserved. No part of this employee handbook may be reproduced in any form or by any electronic or mechanical means,~~

~~including information storage and retrieval systems, without permission in writing from the CEO. Not all CNCA policies and procedures are set forth in this employee handbook. We have summarized only some of the more important ones. If you have any questions or concerns about the policies in this handbook or any other policy or procedure, please direct them to your Principal, or the Human Resources Department.~~

III. INTRODUCTION TO THE HANDBOOK

At Camino Nuevo Charter Academy (CNCA), we are committed to creating an inclusive, equitable, and supportive environment where all employees can thrive. This employee handbook is designed to familiarize you with an overview of our organization's policies, benefits, and procedures, and to provide important information regarding your rights and responsibilities as an employee. Our policies and procedures are in place to ensure that we, as an organization, are well-equipped to deliver on our mission: to educate students in a college preparatory program that fosters literacy, critical thinking, and problem-solving skills, empowering them to become agents of social justice with sensitivity toward the world around them.

At CNCA, we strive to create a safe and healthy workplace where you feel valued and empowered to do your best work. We are committed to continuously improving our policies and practices to cultivate the inclusive and equitable environment that we all deserve. Your well-being and professional growth are integral to the success of our mission, and we are dedicated to ensuring that our policies reflect this commitment.

We strongly encourage you to familiarize yourself with this handbook and refer to it whenever you have questions about policies, procedures, or your role within CNCA. The Human Resources Department is available to assist you if you need further clarification.

Please note that for certain employees with written employment contracts, the terms of those contracts may take precedence over some provisions outlined in this handbook. Additionally, any conflicting provisions of the CNCA/CNTA Collective Bargaining Agreement will supersede the policies outlined here.

Not all CNCA policies and procedures are outlined in this employee handbook. We have summarized most of the policies here. If you have any questions or concerns about the policies in this handbook or any other policy or procedure, please direct them to your Principal or the Human Resources Department.

- Policies created by the board on behalf of students can be found HERE.
- A link to the California Education Code can be found HERE.
- Information about educational laws and policies that impact students and protect their rights from the Department of Education can be found HERE.

The Following Provisions Apply to All CNCA Employees Who Are Not Members of The Certificated Bargaining Unit:

Except for the policy of at-will employment, which can only be changed by the CEO in writing. CNCA reserves the right to modify, update, or remove any provisions in this handbook as needed. All changes will be communicated to employees in writing, approved by CNCA's CEO, and included in future versions of the handbook. It is the responsibility of all employees to stay informed of these updates and familiarize themselves with any changes. No oral statements or representations can in any way alter the provisions of this handbook.

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

All CNCA Employees

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Foreign Languages

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

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

falla en pedir ayuda, nosotros asumiremos que usted entiende en su totalidad el contenido de este manual.

V. EMPLOYMENT RELATIONSHIP

A. EMPLOYMENT RELATIONSHIP

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

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

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

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

B. EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

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

on the perception that anyone has any of the aforementioned characteristics or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct.

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

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

Harassment consists of unwelcomed verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile or offensive work environment. CNCA is committed to complying with all applicable laws providing equal employment opportunities and prohibits unlawful discrimination by an employee

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

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

Complaints of unlawful discrimination should be submitted in writing to the principal or human resources department. Complaints should be specific and include the names of the individuals

involved and the names of any witnesses. Cnca will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

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

VI. COMMENCING EMPLOYMENT

A. BACKGROUND CHECKS

Camino Nuevo Charter Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, who do not present a risk of harm to students, coworkers or others. CNCA will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][F], which states that "each employee of the school will furnish the school with a criminal record summary". As required by California and federal law, all employees and volunteers must have Live Scan fingerprint clearance on file with CNCA **PRIOR** to the first day of work. Live Scan fingerprint clearance will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by CNCA may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an employee.

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

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

B. TUBERCULOSIS TESTING

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

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

C. VERIFICATION OF STATUS

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

D. EMPLOYMENT STATUS

(Applies to employees who are not members of the certificated bargaining unit)

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

1. Full-Time Employees

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

2. Part-Time Employees

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

3. Temporary Employees

Temporary employees are those who are employed for short-term assignments. Short-term assignments will generally be periods of 180 days or fewer. Temporary employees are not eligible for benefits, except as required by applicable law, and may be classified as exempt or non-exempt, depending on the basis of job duties and compensation. Temporary employees working 30 or more days will be provided with 48 hours of paid sick leave per year.

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

4. Exempt Employees

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

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

5. Substitute Employees

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

Substitute employees are not eligible for benefits, except as required by applicable law. Substitute employees will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire. To use sick leave a Substitute must have accepted a position and due to illness or injury be unable to fulfil the assignment. A substitute who is ill or injured must report their illness and cancel their assignment no less than one (1) hour before the time you are scheduled to begin working for the day. At no time may sick leave be used in lieu of accepting an assignment.

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E. INTRODUCTORY PERIOD

(Applies to employees who are not members of the certificated bargaining unit)

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

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

During the introductory period, the employee may receive professional development and peer mentoring, where appropriate. An employee on introductory status will receive feedback from the Principal or supervisor regarding their progress no later than 30 business days from the first day of work. Notwithstanding this introductory period, CNCA may terminate an employee prior to the end of a 120-business day period, consistent with any contractual rights.

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

VII. PAYROLL

A. WORKING HOURS & SCHEDULE

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

All employees are expected to be at their desks or workstations at the start of their scheduled shift, prepared to assume their responsibilities. For hourly staff members this means being prepared at the start of their shift with all necessary equipment or technology, clocked in, and at their assigned work area/desk. Teachers must be onsite, prepared and ready to begin the workday 15 minutes before the school day begins and are required to stay on-site 15 minutes after the school day ends per the collective bargaining agreement.

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

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

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

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

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

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

Employees are expected to be punctual and adhere to their assigned work schedule. If an employee is unable to take their meal break or take it in a timely manner, the employee must notify their supervisor before or at the time the employee is unable to take the meal break. Failure to follow this notification requirement may lead to discipline at CNCA's discretion.

Supervisors will schedule meal and rest periods in compliance with California law.

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

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

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

B. CALL BACK TIME

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

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

C. TIMEKEEPING PROCEDURES

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

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

Exempt employees are required to record their attendance through CNCA's Payroll & Attendance Reporting Platform by reporting absences from work for reasons such as leaves of absence, sick leave, or personal business as soon as possible. When an absence is planned, such as for a scheduled medical appointment, employees are required to enter their absence(s) into CNCA's Payroll & Attendance Reporting Platform for approval by their supervisor at least three (3) days prior to the appointment. Full-time exempt employees should record full-day absence(s) as eight

(8)-hours per day and partial day absence(s) in prorated hours. Teachers should record full day absence(s) as seven (7) hours per day and partial day absence(s) in prorated hours.

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

D. OVERTIME

(Applies to employees who are not members of the certificated bargaining unit)

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

E. Paid Time Off (PTO) Approval and Blackout Periods

PTO Approval Process

All requests for Paid Time Off (PTO) must be submitted in accordance with your sites established procedures and within the required timeframe. While we strive to accommodate employee requests whenever possible, the organization reserves the right to approve, deny, or rescind prior approval of PTO based on operational needs, staffing levels, or other considerations. Approval of PTO is not guaranteed and is subject to managerial discretion.

Blackout Dates for PTO

To ensure the continuity of operations and the success of key initiatives, the organization may designate specific dates as PTO blackout periods during which time off will generally not be approved. These blackout dates may include, but are not limited to:

- Professional development days;
- All-staff or whole-group meetings (i.e. leadership institute, retreat days, etc.);
- Schoolwide or organization-wide events (i.e. success conference, etc.);
- Critical operational deadlines or time-sensitive projects.

Employees will be notified of blackout periods in advance whenever possible. Exceptions to blackout restrictions may be made on a case-by-case basis at the discretion of management.

F. PAYMENT OF WAGES

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

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

Paystubs are available electronically and are available online. For instructions on how to access CNCA's Payroll & Attendance Reporting Platform please contact your School Operations Manager or email CNCAHumanResources@CaminoNuevo.org.

G. SALARY PAY POLICY

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

H. GIFT GIVING POLICY

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

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

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

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

VIII. PERSONNEL

A. PERSONNEL RECORDS

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

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

B. EMPLOYEE REFERENCES

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

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

C. CONFLICT OF INTEREST

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

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

Staff-student: Staff members are allowed to enroll their children/family members at any of our schools. In the event that a student matter arises, the staff member must recuse themselves from a student matter because of their personal connection to a student. A conflict of interest may be present preventing CNCA from performing its due diligence to resolve the student matter fairly.

Staff-staff:

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

D. EMPLOYMENT OF RELATIVES

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

E. UNLAWFUL HARASSMENT

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

CNCA is committed to providing a work environment free of unlawful harassment. All such harassment is unlawful and will not be tolerated. CNCA's anti-harassment policy applies to all persons involved in the operation of CNCA and prohibits unlawful harassment by any employee of CNCA, including supervisors and coworkers. It also prohibits unlawful harassment based on the perception that anyone has any of the aforementioned characteristics or is associated with a person who has or is perceived as having any of the aforementioned characteristics. Prohibited unlawful harassment includes, but is not limited to, the following behaviors:

1. Sexual Harassment

a) Definition

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

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

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

1) Unwelcomed verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcomed sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors.
2) Unwelcomed visual conduct such as drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects
3) Unwelcomed physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

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

b) General Provisions

1) Sexual Harassment of and/or by Employees

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

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

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

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

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

c) <u>Employee's Responsibility</u>

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

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

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

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

2. Other Types of Unlawful Harassment

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

- Verbal conduct such as threats, epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual conduct such as derogatory and/or sexually oriented posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual request as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting harassment or threatening to report harassment.

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

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

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

3. Camino Nuevo's Complaint Procedure

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

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

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

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

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

4. Liability for Harassment

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

5. Additional Enforcement Information

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

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

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STANDARDS OF CONDUCT

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

Conduct rules for bargaining unit members are contained in the CNCA/CNTA Collective Bargaining Agreement.

As to all other employees, the following conduct is prohibited and will not be tolerated by CNCA. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace, other types of conduct that threaten security, personal safety, employee welfare, and

the school's operation may also be prohibited. The following are examples of infractions of rules of conduct that may result in disciplinary action, including suspension, or termination of employment.

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

19. ~~Engaging in rude or discourteous conduct towards others.~~
20. ~~Failure to abide by set standards for lunch and break periods and working unauthorized overtime.~~
21. ~~Sleeping or malingering.~~
22. ~~Disclosing confidential information.~~
23. ~~Using/engaging with social media, making or accepting non-emergency personal phone calls, or text messaging during instructional time, or when it would interfere with the performance of their job duties.~~
24. ~~Working overtime without authorization or refusing to work assigned overtime.~~
25. ~~Wearing, displaying, unprofessional, or inappropriate styles of dress or hair while working.~~
26. ~~Violating any safety, health, security, or school policy, rule, or procedure.~~
27. ~~Dishonesty, committing a fraudulent act or breach of trust under any circumstances.~~
28. ~~Committing or involvement in any act of unlawful harassment of another individual.~~
29. ~~Possessing, distributing, selling, transferring, or using--or being under the influence of--alcohol or illegal drugs while on duty, while on company property, in the presence of children, or while operating a company owned or leased vehicle.~~
30. ~~Carrying firearms or any other dangerous weapons, at any time, on premises owned or occupied by CNCA.~~
31. ~~Sexual conduct on CNCA property.~~
32. ~~Unprofessional conduct.~~

F. STAFF/STUDENT INTERACTION POLICY

EMPLOYEE/STUDENT INTERACTION

~~This policy is intended to guide all staff members in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of a school employee. Violating the boundaries of an employee/student relationship is deemed an abuse of power and betrayal of public trust.~~

At Camino Nuevo Charter Academy (CNCA), we have a strict policy regarding staff and student interactions. This rigidity is designed to keep both students and staff safe by establishing clear boundaries and expectations. The purpose of this policy is to set forth clear expectations for how staff can actively contribute to creating a safe environment for students while fulfilling their professional responsibilities.

This policy also aims to help employees understand how their behavior reflects CNCA's Core Values: Equity, Belonging, Community, Excellence, Innovation, and Joy. By following these guidelines, staff members can ensure their interactions with students support CNCA's mission.

We recognize that CNCA employees care deeply for their students, and this policy provides clear guidance on which behaviors demonstrate that care in a way that is both appropriate and legal. It outlines the types of interactions that are consistent with CNCA’s professional standards and

ensures that employees and students engage in safe, respectful, and legally compliant relationships.

Additionally, this policy highlights behaviors and boundaries necessary to safeguard students, while also emphasizing the significant legal and ethical consequences of violating these standards. Ultimately, this policy is intended to protect our school community and promote a healthy, nurturing environment for students and staff alike.

CNCA encourages a close, warm, and considerate relationship between students/alumni and teachers and staff. Our employees serve as the students' role models, guides and mentors in learning as well as living. The purpose of these guidelines is to give clear direction regarding appropriate conduct and boundaries between employees and students/alumni. The expectations for conduct set forth are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities established by CNCA. Rather, they are intended to:

- Alert employees to some of the more sensitive and often problematic matters involved in faculty/staff-student relationships.
- Specify boundaries related to the educator/student relationship and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of professional educators.
- Provide employees with clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

It is important for CNCA to maintain a school-wide culture in which students and employees understand their responsibility to report misconduct without fearing retaliation. In order to prevent abuse and/or exploitation, students and the professional community must know that the Administration will support them when they report possible misconduct. Although this policy gives clear direction regarding appropriate conduct between employees and students, each employee is obligated to avoid situations that could prompt suspicion by other members of the school community. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family or my colleagues or family were standing next to me?".

If an employee experiences a difficult situation related to boundaries, the employee should ask for advice from a supervisor, manager or Human Resources.

Guidelines for Maintaining Boundaries

Some activities may seem innocent from an employee's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view, therefore employees should not engage in any type of behavior that might have the appearance of impropriety if observed by others.

The objective of the following examples of appropriate boundaries is not to restrain positive relationships between employees and students, but to avoid situations that may be seen as inappropriate. Employees must understand their own responsibility for ensuring that they do not cross the boundaries of an educator/student relationship. Thus, it is crucial that all employees

learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities.

Meet Only in Appropriate Settings:

- An employee should not be alone with a student in a non-public space or inside a room/classroom with a closed door unless it is educationally necessary, and the space or room/classroom can be seen through a window. It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Any such private meeting with a student should, whenever possible, occur with the door open or in a public space. If the circumstances require the door to be closed because additional privacy is needed, the meeting should be in a room with a window in the door that should remain uncovered, and the door to the room should remain unlocked.
- Employees should not allow students to ride in the employees' personal cars. In rare occasions when a school activity requires traveling and the CNCA employee is called upon to drive or otherwise transport a student, the activity and transportation must be approved in writing (e-mail/text will suffice) by the Site Principal and the parent/guardian prior to the required travel. Even with permission, an employee should NEVER be alone in a car with a student and should not ride in a student's car. If a situation arises that requires deviation from this rule, the employee involved should get written permission from their supervisor.
- Employees should not be present at a student's home when a parent/guardian is not present.
- Employees should not invite students to their homes.
- Employees should not intentionally be alone with a student on campus or away from the school.
- Home Visits/Off Site Related Activities: Home visits/Off site related activities are an effective strategy of engaging students and families on a personal level to strengthen relationships and support academic progress. Staff members must follow CNCA guidelines for conducting home visits/Off site related activities with families throughout the year. All staff members must receive written approval from the principal prior to the home visits/Off site related activity by completing the form in Exhibit A.

Limit Physical Contact:

- Employees should not discipline students in any physical manner.
- Employees should not have physical contact with a student, except that an occasional supportive, congratulatory, or quick "side" hug, fist bump, handshake, high five, or a pat on the back is permissible, if and only if, welcome/consented by the student. Patting of the buttocks with a hand even in an athletic context is prohibited. Note: If a student engages in repeated and/or prolonged physical contact with a school employee, the employee should clearly and firmly discourage such behavior and should notify a supervisor.
- Employees should not engage in physical horseplay, roughhousing, or other inappropriate physical games with a student.

Remember Your Role Is as an Educator, not a Parent, Peer or Friend:

- Employees should not “hang out” with students outside of school for reasons not related to school or spend an excessive amount of time “hanging out” with students even on campus. Adults at the school should always remember they are not the students’ “friends” and therefore should not be engaging in peer-like behavior with students.
- Employees should not give gifts to an individual student that are of a personal or intimate nature.
- Employees should not provide special treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc., not otherwise afforded to all).
- Employees should not provide alcohol or drugs to a student, nor permit a student to drink or use drugs in their presence.
- Employees should not direct a student to keep secrets from or hide information from their peers, parents, or other school employees.
- Employees should not seek emotional involvement with a student for the employee's benefit.
- Employees should not make or participate in sexually inappropriate comments or conversations; make sexual jokes, tell stories, or make comments of a sexual nature or innuendo.
- Employees should not kiss (any kind) any student/alumni.
- Teachers should not use sexual or inappropriate material as part of a class lesson, even as a joke.
- Employees should not discuss their romantic relationships, personal troubles or intimate issues with a student.
- Employees should not gossip with students about other students or adults in the school community.
- Employees should not make remarks about the physical attributes or development of anyone.

Avoid Personal Electronic Communications:

- Employees should not engage with students via their personal social media accounts and should not “friend”, follow or send personal social media messages to students.
- Employees should not use personal email or text messages to communicate with students rather than using school email and communication systems. (Limited text messaging is permissible for arranging logistics of school activities off campus or in emergency situations, but employees should generally use group text functions in such circumstances).
- Employees should not send emails to students if the content is not about school activities.

Maintain Boundaries on Overnight Trips:

- Employees should sleep in a separate room from students, should not invite a student to sleep in the employee's room, should not be alone with a student in the student's

room and should not be inside a student's room when the student is changing or sleeping.
- Employees should not awaken students by making physical contact with them (but may awaken students by loudly knocking on their doors or calling out to them).
- Employees should not appear unclothed or partially unclothed in front of a student. Thus, on overnight trips, employees should not walk around outside of their sleeping quarters unclothed or partially unclothed.

Special Boundaries Issues for Athletic Activities:
- In athletic facilities, employees should not shower or change in locker rooms when students are present.
- Employees should supervise locker rooms, as necessary, to prevent misbehavior and injury, and should do so by announcing their presence as they enter.
- Coaches and other athletic staff should not be alone with a student when engaging in otherwise permitted physical contact, such as when teaching a skill.

These boundary guidelines may not be applicable if the employee is the parent, guardian, relative or sibling of the student in question. However, all school employees must remain mindful of their interaction with any student, even their own child(ren) or friends of their own child(ren), in and out of school. Those employees with family members in attendance at the school should inform the principal and reach out to the principal or Human Resources with any questions regarding this policy.

Duty to Report

All employees are responsible for enforcing this policy and must immediately report any suspected violations to the principal and Human Resources Department. In some circumstances, employees will also have the duty to report such conduct in accordance with mandated reporter requirements The School will not retaliate against any individual who makes a complaint or participates in an investigation pursuant to this policy and will take disciplinary action against anyone who retaliates against a person in violation of this policy.

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

G. CHILD NEGLECT AND ABUSE REPORTING

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

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

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

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

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

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

H. DRESS STANDARDS

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

I. COMPLAINT/GRIEVANCE PROCEDURE

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

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

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

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

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

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

J. CONDUCT & EMPLOYMENT OUTSIDE WORK

In general, Camino Nuevo Charter Academy will not prohibit any employees outside employment or off-duty activities unless such activities negatively impact CNCA. For example:

Illegal or Immoral Conduct

CNCA prohibits any illegal or immoral conduct by an off-duty employee that affects or has the potential to affect CNCA.

Outside Employment

CNCA prohibits outside employment (including self-employment) that conflicts with employment at CNCA, impacts the employee's work performance or schedule, and/or affects the business interests of CNCA.

Protests and Media Engagement

Employees have the right to participate in lawful public demonstrations or protests on their own time and as private individuals. However, to protect the Camino Nuevo Charter Academy's reputation and to ensure a clear separation between personal views and CNCA position, the following guidelines apply:

- Employees may not claim to represent Camino Nuevo Charter Academy or imply CNCA endorsement when participating in protests, demonstrations, or public events.
- Employees must not wear identifying apparel, uniforms, display badges, or otherwise identify themselves as employees of CNCA during any protest or public demonstration.
- If approached by members of the media in relation to a protest or other public event, employees must not speak on behalf of CNCA unless specifically authorized to do so.
- Employees may not disclose confidential or proprietary information during any interaction with the media.
- Employees must not mention Camino Nuevo Charter Academy or their employment status with CNCA when expressing personal views in public forums, including media interviews and social media, in a context that could suggest CNCA affiliation or endorsement.

K. DRUG & ALCOHOL ABUSE

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

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

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

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people who possess controlled substances off school premises in order to keep the controlled substances themselves off the premises.

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

1. Prohibited Acts

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

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

L. PUNCTUALITY & ATTENDANCE

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

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

If you are unable to report for work on any particular day, you must, under all but the most extenuating circumstances, call your supervisor at least one hour before the time you are scheduled to begin working for the day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. Not reporting to work within the first 30 minutes of your scheduled shift, without previous notification, will be considered a “no show”. An employee is considered a “no show” when they fail to report to work without previously having informed and received approval from their supervisor. A “no show” is considered an unexcused absence. Every time you are absent or

late, or leave early, you must provide your supervisor with an honest reason or explanation. CNCA will comply with applicable laws relating to time off from work, but it is your responsibility to provide sufficient information to enable CNCA to make a determination. You must notify your supervisor of any change in your status as soon as possible.

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

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

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

M. INVESTIGATIONS OF CURRENT EMPLOYEES

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

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

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

N. Standards of Conduct

Purpose

The Standards of Conduct Policy at Camino Nuevo Charter Academy (CNCA) is designed to establish a clear framework for staff behavior and interactions, ensuring transparency and consistency to support staff in embodying organizational values, upholding student safety, and the orderly operation of our schools. These standards align with our commitment to fostering an excellent educational environment and a positive, inclusive, and respectful culture for our students and families. By outlining clear expectations, this policy serves as a system of accountability, guiding staff in upholding behavioral standards that reflect our organizational values.

Our intent is to apply these standards equitably, acknowledging the diverse preferences and cultural backgrounds of our staff, while ensuring a high standard of care for our students.

At CNCA, we believe in balancing accountability with a culture of trust, recognizing that our employees play an essential role in fostering the growth and success of our students and the broader community. We trust our staff to act in ways that prioritize student well-being and safety to support a collaborative and safe school environment. This policy outlines prohibited behaviors to clarify expectations and support accountability, ensuring all actions align with our values.

For employees covered under the bargaining unit, conduct guidelines are specified within the CNTA Agreement (Article 16). Although this policy provides examples of prohibited conduct, it is not exhaustive. Any behavior that compromises security, personal safety, employee welfare, or the operational integrity of CNCA may also be subject to disciplinary action, up to and including suspension or termination.

This Standards of Conduct Policy serves as a foundation for maintaining a professional, respectful, and supportive environment where both accountability and trust are prioritized in the pursuit of educational excellence.

1. Unexcused and/or repeated tardiness and absenteeism, failing to follow absence reporting procedures and/or failing to report absences into absence reporting system (i.e. Paychex Flex);
2. Falsification of employment records, employment information, or other records;
3. Failing to clock in/out; recording the work time of another employee, allowing any other employee to record your work time, or allowing falsification of any time card, whether your own or another employee's;
4. Theft or the deliberate or careless damage or destruction of any company property, of any CNCA property, or the property of any employee or students;
5. Removing or borrowing CNCA property without prior authorization;
6. Unauthorized use of CNCA equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on school property;

8. Participating in rough or boisterous behavior, often involving playful physical activity that could lead to accidents, injuries, or distractions from learning and safety standards;
9. Engaging in criminal conduct whether or not related to job performance;
10. Causing, creating, or participating in a distraction from learning and safety standards and/or disruption that is not values aligned on school property;
11. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management regarding student safety and well-being, or the use of abusive or threatening language toward any supervisor or member of management;
12. Using abusive language at any time on school premises;
13. Failure to effectively perform job duties;
14. Failing to notify a supervisor when unable to report to work;
15. Failing to obtain permission to leave work for any reason during normal working hours;
16. Failing to observe working schedules, including rest and lunch periods;
17. Failing to provide a physician's certificate when requested or required to do so;
18. Unsatisfactory work performance;
19. Engaging in rude or discourteous conduct towards others;
20. Failure to abide by set standards for lunch and break periods, and working unauthorized overtime;
21. Sleeping or malingering;
22. Disclosing of confidential information;
23. Making or accepting non-emergency personal calls or text messaging during instructional time, or when it would interfere with the performance of their job duties;
24. Working overtime without authorization or refusing to work assigned overtime;
25. Wearing, and displaying inappropriate clothing, including anything that is see-through and revealing and anything that includes obscene, violent, or distracting images;
26. Violating any safety, health, security, or school policy, rule, or procedure;
27. Dishonesty, committing a fraudulent act or breach of trust under any circumstances;
28. Committing or involvement in any act of unlawful harassment of another individual;
29. Possessing, distributing, selling, transferring, or using--or being under the influence of--alcohol or illegal drugs while on duty, while on company property, in the presence of children, or while operating a company-owned or leased vehicle;
30. Carrying firearms or any other dangerous weapons, at any time, on premises owned or occupied by CNCA;
31. Unprofessional conduct.

O. PERFORMANCE EVALUATIONS

1. Purpose

Performance evaluations provide all staff members with the opportunity to assess individual performance, communicate job expectations, and foster professional growth and development. The purpose of this policy is to clarify the performance evaluation process. The complementary guidance is provided to centralize processes in one place for ease and clarity.

At CNCA and PNEDG, staff growth is by far the most impactful level in improving learning outcomes for our students. As such, we have invested in designing a staff development model to ensure we support all staff in reaching their full potential. The purpose of the CNCA Performance Management process is twofold: for clarity and for growth, and can be summed up by these two questions:

- Are we living up to the promise of providing students with a high-quality education that prepares them for success?
- How do we support staff so that they know where and how to grow in their practice?

Relevant Documents

- For All Staff: Performance Management Evaluation Guidance
- For School Leaders: Teacher Performance Management Guidance
- For Managers: Tips for Preparing for EOY Evaluation Conversations
- Rubrics:
  - Classified Staff Evaluation Rubric (student-focused role)
  - Classified Staff Evaluation Rubric (non-student-focused role)
  - Classified Staff Evaluation Rubric (non-student-focused role- Spanish)
  - School Leader Evaluation Rubric: Principal
  - School Leader Evaluation Rubric: Assistant Principal
  - School Leader Evaluation Rubric: School Operations Manager
  - School Leader Evaluation Rubric: Family Services Coordinator
  - TOSA Evaluation Rubric
  - Teachers: Teacher Growth Tool (General Education Teachers)
  - Teachers: Inclusion Growth Tool (Special Education Teachers)
- For Managers and School Leaders: Coaching and Observation Tools and Procedures

2. Administrative and Classified Staff

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

3. Certificated Staff

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

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

P. CONFIDENTIALITY

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

All records and files maintained by CNCA are confidential and remain the property of CNCA. Records and files are not to be disclosed to any outside party without the express permission of the Principal or Vice President of Human Resources. Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information of students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding CNCA's operations, procedures, or practices. Confidential information may not be removed from CNCA premises without express authorization.

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

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

IX. CAMINO NUEVO FACILITIES

A. POLICIES AGAINST WORKPLACE VIOLENCE

1. Statement of Policy

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

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

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

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

2. Definitions

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

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

3. Enforcement

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

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

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

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or

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procedure of CNCA should be interpreted in a manner that prevents the making of these necessary decisions.

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

B. OPERATION OF VEHICLES

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

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

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

Certain employees may drive their own personal vehicles while conducting CNCA business. These employees must maintain adequate personal automobile liability insurance. Employees doing so should promptly submit an expense report detailing the number of miles driven while on CNCA business. CNCA will pay mileage reimbursement in accordance with applicable reimbursement rates. Employees are expected to observe the above policies while on CNCA business, even if driving their own personal vehicles.

C. PARKING LOT LIABILITY

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

- If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, CNCA is not liable for the damage. The affected individual would determine if they have applicable coverage through their individual insurance policies.

CNCA is not responsible for and assumes no liability for citations, tickets, damage, stolen items, etc., sustained while parking off campus, in surrounding neighborhoods, etc. Employees are responsible for ensuring vehicles are parked in designated parking areas, and compliant with local parking regulations. Employees are strongly encouraged to not leave CNCA property or other valuables in an unattended vehicle.

D. EMPLOYER PROPERTY POLICY

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

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

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

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

Employees may access only files or programs, whether computerized or not, that they have permission to enter. Computer software is protected from unauthorized copying and use by

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

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

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

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

E. USE OF COMPANY COMMUNICATION EQUIPMENT AND TECHNOLOGY

All CNCA owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of CNCA and are provided to the employee to carry out business on behalf of CNCA, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using CNCA owned equipment and technology. Communications made using CNCA owned communications equipment and technology are subject to review, inspection and monitoring by CNCA.

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

Passwords used in connection with the CNCA's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized CNCA employees. Employees are required to safeguard their passwords to limit unauthorized use of computers by

minors in accordance with the Student Acceptable Use Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student and Employee Acceptable Use Agreement, will be subject to discipline, up to and including termination.

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

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

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

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

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

F. ARTIFICIAL INTELLIGENCE

CNCA recognizes Artificial Intelligence (AI) as a useful tool in the working and educational environment. While we are committed to adopting new technologies to aid our mission, when possible, we also understand there are risks and limitations of open-source and generative AI

chatbots and want to ensure responsible use. Our goal is to protect students, parents/guardians, employees, and partners as well as the organization from any harm.

While open-source AI and AI chatbots can be used to perform a variety of functions, this policy addresses only the use of a web-based interface to ask or "prompt" the chatbot in a conversational manner to find answers to questions or to create or edit written content.

There are, however, risks in using this technology, including uncertainty about who owns the AI-created content and security/privacy concerns with inputting proprietary company information or sensitive information about a student, employee, partner, etc., when interacting with the chatbot. Additionally, the accuracy of the content created by these technologies cannot be relied upon, as the information may be outdated, misleading or—in some cases—fabricated.

Limited use of open-source AI and generative AI chatbots will be allowed while performing work for Camino Nuevo Charter Academy with the approval of your supervisor. CNCA email addresses nor phone numbers cannot be used to create an account with these technologies. No company data of any kind may be submitted (copied, typed, etc.) into these platforms.

Employees wishing to use open-source AI and/or generative AI chatbots must inform their Supervisor in writing how the chatbot will be used. Managers must approve or deny requests within five (5) days.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the chatbot, that information cannot be used for work purposes.

Acceptable uses include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

Unacceptable uses include:

- Using any text created by an AI chatbot in final work products of any kind.
- Copying and pasting, typing, or in any way submitting company content or data of any kind into the AI chatbot.
- Failing to properly cite an AI chatbot when used as a resource.

Any violation of this policy will result in disciplinary action, up to and including termination.

Employees must use open-source AI and generative AI chatbots in accordance with all CNCA's conduct and antidiscrimination policies. These technologies must not be used to create content

that is inappropriate, discriminatory or otherwise harmful to others or the company. Such use will result in disciplinary action, up to and including termination.

CNCA's Computer Use Policy and relevant monitoring policies still apply when using generative AI chatbots with CNCA equipment.

X. EMPLOYEE BLOGS AND SOCIAL MEDIA WEBSITES

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

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

A. OFF-DUTY USE OF FACILITIES POLICY

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

B. EMPLOYEE PROPERTY

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

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

C. SOLICITATION & DISTRIBUTION OF LITERATURE

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

1. No employee shall solicit or promote support for any cause or organization, which is not related to CNCA business or which has not been pre-approved by authorized

CNCA personnel, during his or her working time or during the working time of the employee or employees at whom the activity is directed;

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

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

D. HEALTH & SAFETY

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

All employees are responsible for their own safety, as well as that of others in the workplace. CNCA must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to your supervisor immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on CNCA's premises, or in a product, facility, piece of equipment, process, or business practice for which CNCA is responsible, bring it to the attention of your supervisor or the Principal immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and should contact the Principal regarding the problem.

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

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

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

E. SMOKING

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

XI. BENEFITS

A. PAID TIME OFF

At CNCA we are committed to supporting the well-being of our employees through a comprehensive Paid Time Off (PTO) package. This policy reflects our belief that time away from work allows our team to recharge, address personal matters, and return to work rejuvenated and inspired to engage in the challenging and rewarding work at CNCA.

To honor the needs of our staff, CNCA has established a generous, human-centered PTO policy designed to meet the diverse needs of our full-time staff.

All Full-time employees receive:

- 13 paid holidays
- 10 vacation days
- 10 sick days; with the option to borrow up to 20 additional sick days as needed for catastrophic illness
- 2 school-wide shutdown periods: a one-week winter holiday break and a one-week Spring Break
- 3 wellness half days

All CNCA are encouraged to use their time off as needed to support a positive employee experience. Time off should be used in alignment with applicable policies and procedures.

1. HOLIDAYS

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

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

- Day before Thanksgiving, Thanksgiving Day, and the Friday after Thanksgiving
- Christmas Eve and Christmas Day

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

Eligible employees begin holiday pay after completion of their introductory period. To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. Employees on leave of absence are not eligible for holiday pay.

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

2. SHUT DOWN PERIOD

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

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

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

3. VACATIONS

(Applies to employees who are not members of the certificated bargaining unit)

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

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

Eligible full-time employees shall begin accruing paid vacation time after their introductory period at a rate of 6.67 hours per month. Each year a total of 10 vacation days will accrue, with a

maximum of 240 hours (30 days) that can be accrued at any time. Vacation may be carried over to the next calendar year, providing the amount of time has not exceeded the 240-hour maximum.

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

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

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

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

4. Wellness Days

Wellness Days were introduced in 2021 in response to the COVID-19 pandemic to support staff during an especially challenging time. These designated half-days off throughout the year allow employees to focus on their personal health and well-being. Employees must be present at work on the day of a Wellness Day in order to receive the benefit. Wellness Days cannot be used in conjunction with sick or vacation time. If an employee is out sick or on vacation, the number of hours reported should match their regular workday schedule.

II. INSURANCE BENEFITS

1. Medical Insurance

(Applies to employees who are not members of the certificated bargaining unit)

Camino Nuevo Charter Academy provides a comprehensive medical, dental and vision insurance plans for eligible employees and their dependents. Full-time employees may be eligible for medical insurance coverage under CNCA's policy. Part-time employees working 30 hours or more per week may also be eligible for medical insurance coverage under CNCA's policy. All eligible employees qualify for medical coverage the first of the month following 30 days of employment. If eligible, as part of the compensation for health insurance CNCA will allow a monthly benefit allowance of $350 for single, full time, eligible employees, $475 for single, full time, eligible employee and spouse (or dependent), and $600 per full-time, eligible employee and their family. If costs exceed this cap, deductions will be made from employee's pay to cover ½ the excess costs.

Part-time exempt and part-time certificated employees will receive a benefit allowance at a prorated amount based on the percentage of time worked. The Medical insurance coverage is a benefit provided by CNCA. Employees should consult the Benefit Plan Summary for complete information about eligibility and the details of CNCA's medical insurance plans. Copies of the Plan Document and Summary description are available in the Human Resources Department.

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

2. Disability Insurance

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

3. Unemployment Compensation

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

4. Social Security

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

5. State Teachers Retirement (STRS)

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

6. California Public Employees Retirement System (CalPERS)

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

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7. Workers' Compensation

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

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

III. SICK LEAVE

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

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

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

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

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

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

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

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

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

Certification by your health care provider is required for absences of three or more consecutive workdays. However, CNCA may also request such certifications in situations where it is determined that it is warranted, such as for absences:

- on professional development day when a pattern of absence on PD days exists.
- on an organization-wide event day (e.g. Success Conference, Graduations, etc.);
- immediately before or after a holiday when there is reason to suspect sick leave is being used to extend the holiday,
- immediately before or after a furlough day, student break, or shut down;
- when unexcused absences become excessive and/or a pattern of poor attendance exists that is disruptive the operation of a school and/or affecting job performance.

CNCA reserves the right to require a satisfactory statement from a health care provider whenever an employee misses work due to an illness, injury or disability. The employee may be asked to provide a statement which verifies that an injury or disability existed, its beginning and ending dates, and/or the employees ability to return to work without presenting an immediate and significant risk to their own health or safety or the health or safety of others. It is your responsibility to apply for any disability benefits for which you may be eligible for as a result of an illness or disability, including California State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

Sick leave used immediately before or after a holiday, student break, or vacation period impacts student learning and job performance. Such absences may require medical certification. Sick leave may not be used during holidays, vacation, or hours of work outside an employee's regular schedule. Sick leave benefits will be fully integrated with other benefits available to you so that at no time will you be paid more than your regular compensation. Any misuse of sick time by an employee will result in disciplinary action including termination of employment. Employees will not accrue sick leave during unpaid leaves of absence.

Employees may request to donate accrued sick leave for other staff members. The donation of sick leave is strictly voluntary. The donation of sick leave is on a half-day or full day basis, without regard to the dollar value of the donated or used leave. The maximum number of sick leave days

an employee may donate in one calendar year is 10 (ten) days. The maximum number of sick leave days a employee may receive in one calendar year is 20 (twenty). Donations will be applied to the receiver's sick leave balance in CNCA's Payroll & Attendance Reporting Platform (i.e. Paychex Flex, Paycom, etc.) as needed to remain in paid status not to exceed ten (10) days. At no time may donated sick leave be banked. Unused donated sick leave will be returned to the donor. Donated sick leave may not be collected nor transferred upon separation. The approval of the time off request to be covered by the donated time will be at the discretion of the site principal or designee as outlined in this policy.

Donated sick days can be used for:

- Catastrophic illness or injury, defined as a physical or mental illness, condition, or injury that is expected to make the employee or a member of the employees immediate family is too ill or weak to work normally for at least 10 consecutive days, and taking extended time off work would create a financial hardship for the employee because they have exhausted all of their sick leave. The catastrophic illness or injury must be verified by a completed certification of a licensed health care provider who completes the certification form provided by the HR Department.

- Eligibility:
  - The employee or the employee's immediate family member must be expected to be too ill or weak to work normally or absent for an extended period of time of not fewer than 10 consecutive calendar days.
  - The health condition or injury of the employee or a member of the employees' immediate family must be confirmed by a licensed healthcare provider.
  - NOT COVERED: Elective surgery, normal pregnancy, workers compensation claims, illnesses such as recurring colds, allergies, non-migraine headaches, etc.

Employees requesting donated sick days for Catastrophic Illness or Injury must make the request in writing by completing CNCA's Leave of Absence form and submitting it to the principal/administrative designee and the HR Department. The approval of the time off request to be covered by the donated time will be approved at the discretion of site principal/designee. Leave will run concurrently with FMLA

IV. LEAVES OF ABSENCE

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

1. General Provisions

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

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

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

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

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

2. Family and Medical Leave (FMLA & CFRA)

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

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

a. Employee Eligibility

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

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

Leave may be used for one or more of the following reasons: (1) for the birth or placement of a child for adoption or foster care; (2) to care for an immediate family member (spouse or domestic partner, child, or parent, grandparent, grandchild, or sibling) or a person designated by the employee with a serious health condition (employees are limited to one "designated person" per 12-month period); or (3) to take medical leave when the employee is unable to work because of a serious health condition. Under some circumstances, employees may take family and medical

leave intermittently--which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. If you are pregnant, you may have the right to take a pregnancy disability leave in addition to a family and medical leave. Please review the pregnancy disability leave policy below and notify your supervisor or the Principal if you need leave due to your pregnancy. Certain restrictions on these benefits may apply.

b. Notice & Certification

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

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

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

c. Compensation During Leave

Family and medical leave is unpaid. CNCA requires you to use all available sick leave, up to a maximum of two (2) weeks, prior to unpaid time off. You may also elect to use vacation to cover some or all of the family and medical leave. The use of paid time off runs concurrent with and does not extend the length of a family and medical leave.

d. Benefits During Leave

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

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

e. Job Reinstatement

Under most circumstances, upon return from family and medical leave, you will be reinstated to your previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family and medical leave, you have no greater right to reinstatement than if you had been continuously employed

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rather than on leave. For example, if you would have been laid off had you not gone on family and medical leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

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

3. Pregnancy Disability Leave

a. Employee Eligibility

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

b. Leave Available

If you are disabled due to pregnancy, childbirth, or a related medical condition, you may take leave necessitated by your condition and verified by your physician's note, usually for a period of up to a four-month leave. As an alternative, CNCA may transfer you to a less strenuous or hazardous position if you so request, with the advice of your physician, and if the transfer can be reasonably accommodated.

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

c. Notice & Certification Requirements

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

d. Compensation During Leave

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

e. Benefits During Leave

If you are also eligible for federal or state family and medical leave, CNCA will maintain, for up to a maximum of 12 workweeks, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave. If you are not eligible for family and medical leave, you will receive continued paid coverage on the same basis as employees taking other leaves. Employee will be

responsible for his or her portion of the premiums while on leave. Payments must be paid to the employer by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

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

f. Reinstatement

Upon the submission of a medical certification from a health care provider that you are able to return to work, you will, in most circumstances, be offered the same position held at the time of the leave or an equivalent position. However, you will not be entitled to any greater right to reinstatement than if you had been employed continuously rather than on leave. For example, if you would have been laid off if you had not gone on leave, then you will not be entitled to reinstatement. If upon return from a pregnancy disability leave you are unable to perform the essential functions of the job because of a physical or mental disability, CNCA will attempt to accommodate you.

4. Reproductive Loss Leave

Employees who have worked for CNCA for at least 30 days prior to the start of the leave who have experienced a reproductive loss event defined in law, including a miscarriage, failed adoption, failed surrogacy, stillbirth, or an unsuccessful assisted reproduction, shall be provided a leave of absence for up to five (5) business days.

This leave must be taken within three (3) months of the loss event unless the employee is on or chooses to take leave under another leave entitlement, such as CFRA, in which case the Reproductive Loss Leave (RLL) must be taken within three (3) months of the other leave's end date.

CNCA understands employees may experience more than one (1) reproductive loss event during family planning. Employees experiencing more than one (1) qualifying event may use this leave up to four (4) times, not to exceed 20 days, per school year.

If the reproductive loss event resulted in death, including miscarriage, stillbirth, or termination of a pregnancy (not covered by RLL), the employee may also be eligible for bereavement leave. See Funeral or Bereavement Time Off for more information.

a. Compensation

RLL is without pay. CNCA requires you to use available sick leave, up to a maximum of five (5) days, prior to unpaid time off. You may also elect to use vacation to cover some or all of RLL. The use of paid time off runs concurrent with and does not extend the length of RLL.

b. Benefits During Leave

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

5. Workers' Compensation Disability Leave

a. Employee Eligibility

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

b. Notice & Certification Requirements

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

c. Compensation During Leave

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

d. Benefits During Leave

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

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

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e. Reinstatement

Upon the submission of a medical certification that you are able to return to work, you will be reinstated in accordance with applicable law. If you are disabled due to an industrial injury, CNCA

will attempt to accommodate you. If you are returning from a workers' compensation disability leave that runs concurrently with a family and medical leave, then the provisions of the family and medical leave policy will also apply.

5. Military Leave (Active and Reserve Service)

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

6. Civil Air Patrol Leave

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

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

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

7. Organ & Bone Marrow Leave

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

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

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

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

F. OTHER TIME OFF

1. Personal Leaves of Absence

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

After one year of employment, a personal leave of absence without pay for up to 30 calendar days may be requested. A request for personal leave should be limited to unusual circumstances requiring an extended absence, not otherwise supported by paid time off or other leave of absence. Employees should be in a good standing and have no performance or attendance concerns in the year immediately preceding the request.

A personal leave of absence is not an entitlement. A request for personal leave of absence may be granted at the sole discretion of CNCA.

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

2. Disability Leave

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

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

3. Funeral or Bereavement Time Off

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

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

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

If requested by CNCA, within 30 days of the first day of the leave, an employee shall provide documentation of the death of the family member. Documentation includes, but is not limited

to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

4. Civic Duty Time Off

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

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

5. Voting Time Off

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

6. Time Off for Volunteer Firefighters

A registered volunteer firefighter who would like to perform emergency duty during work hours must notify his or her supervisor and the Principal in advance of their status as such a volunteer,

and shall provide written certification of such status. Also, please alert your supervisor before leaving CNCA premises when summoned for emergency duty. All time off to serve as a volunteer is unpaid.

7. Time Off to Attend School Activities

If you are a parent, guardian, or grandparent with custody of a child in kindergarten, grades 1-12, inclusive, or a licensed day care center and you wish to take time off to visit your child's school for a school activity, you may take off up to eight hours each calendar month (up to a maximum

of 40 hours each calendar year), per child, provided you give reasonable notice to the Principal of your planned absence. Employees wishing to take leave for a child's school activities must utilize their existing vacation time in order to be paid by the school. Employees who do not have vacation time available will take the time off without pay. CNCA requires documentation from the school noting the date and time of your visit.

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

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

8. Time Off for Adult Literacy Programs

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

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

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

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

9. Lactation Accommodation

CNCA recognizes lactating employees' rights to request lactation accommodation and accommodates lactating employees by providing a reasonable amount of break time and a suitable lactation location for any employee who wish to express breast milk. CNCA will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child. This break time will run concurrently with any break time already provided to the employee, if possible. CNCA will make reasonable efforts to ensure the employee can express milk in a private room that is not a bathroom, has a door that locks, and is in close proximity to the employee's work area.

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

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

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

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

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

Flexible Break Times

Employees who are breast-feeding or expressing breast milk are entitled to request a lactation accommodation and must be provided reasonable break times for breast-feeding or expressing breast milk throughout the day. Pursuant to labor code 1030, break times shall, if possible, run concurrently with any break times already provided to the employee. When this is not possible, the employee will confer with their supervisor to determine an appropriate break schedule and request coverage when necessary.

Lactation Accommodation Requests and Support

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

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

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

XIV. TERMINATION

Members of the certificated bargaining unit will follow procedures for termination outlined in the collective bargaining agreement.

A. VOLUNTARY TERMINATIONS

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

B. INVOLUNTARY TERMINATIONS

An involuntary termination is initiated by Camino Nuevo Charter Academy.

C. REDUCTIONS IN FORCE

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

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

D. SEPARATION PROCESS

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

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

    a) Notice of change in relationship form – this form is used to acknowledge that both the employee and CNCA recognize that the employee's status has changed due to terminations, whether voluntary or involuntary.
    b) COBRA Election form & COBRA letter – this form is given to employees who were eligible for insurance benefits during their employment at CNCA. Employees may

choose to continue their benefit coverage, at their own cost, through the COBRA plan.

c) Exit Interview – whenever possible an exit interview will be conducted in order for the school to receive feedback and suggestions on any areas of improvement and growth or areas of strength.

d) "For Your Benefit" booklet – this booklet is given to all employees to inform them about unemployment insurance.

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

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

ACKNOWLEDGMENT AND AGREEMENT

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

_____ _____

Employee Signature Date

_____

Employee Name [printed]

Camino Nuevo Charter Academy

Exhibit A

PNEDG/CNCA Staff/Student Interaction Permission Slip

As a PNEDG/CNCA staff member, I am requesting permission to participate in the following off campus event with a student and/or their parent/guardian:

Nature/Purpose/Description of Activity:

Location (Business and/or Residential Address) **for Activity:**

_____

_____

Date for Activity:

_____

Anticipated Number of Hours for Activity: _____

Chaperones or Other Adults Present: _____

_____

_____

____ *(initials)* I have read and understand CNCA's Staff/Student Interaction Policy

____ *(initials)* I agree I will not be left alone with a student unless its educationally necessary

____ *(initials)* I agree not to travel with a student

_____	_____	_____
Printed Employee Name	Signature	Date
_____	_____	_____
Principal/Admin Name	Signature	Date

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Coversheet

Education Committee Update

Section: V. School and Academic Updates
Item: A. Education Committee Update
Purpose: FYI
Submitted by:
Related Material: 6.17.25 Education Committee Update.pdf

Education Committee Update

June 17, 2025

20 años Camino Nuevo Charter Academy

Camino Nuevo High School #2

Dalzell Lance Campus

Charter Renewal Context

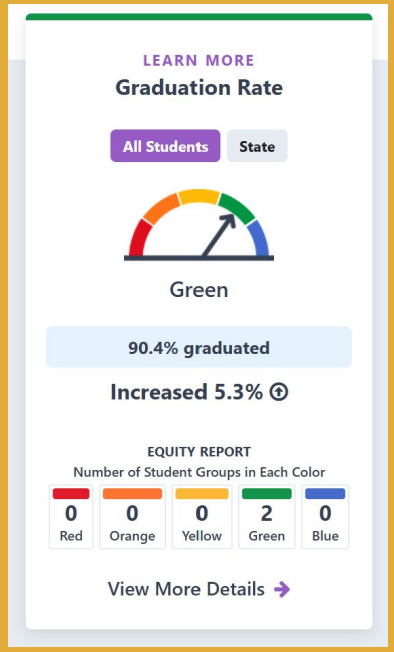
CNHS #2 (or CNCA Dalzell Lance) is up for renewal this summer. We will submit our charter petition to the CNCA board for approval in July and to the LAUSD board in August.

The 2023 and 2024 California Dashboard are what determine our renewal track (middle), and we will have an opportunity to tell a data story to secure renewal.

We will have the ability to bring in this year's verified data as part of that story: iReady and SBAC, as well as the comparison to local schools.

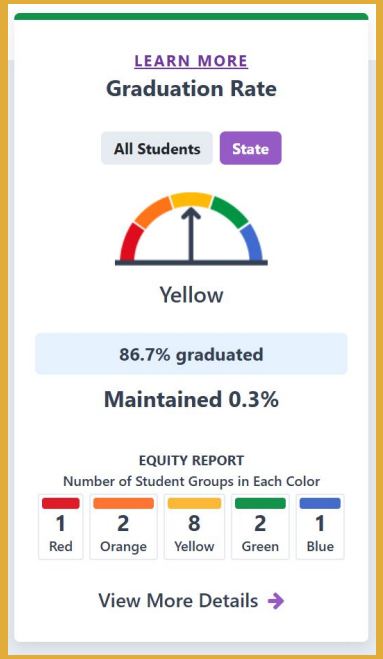
2024 California School Dashboard: Wins

CNHS #2

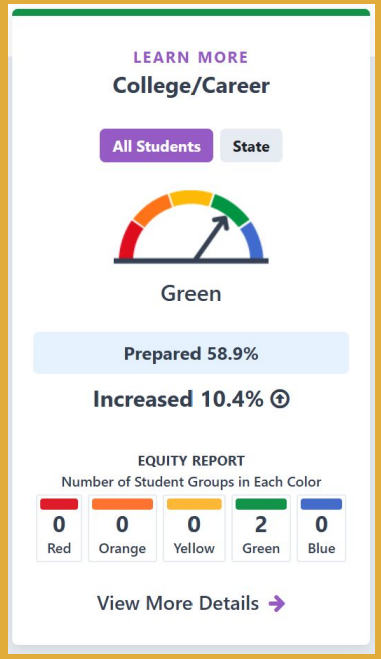


VS

State



CNHS #2



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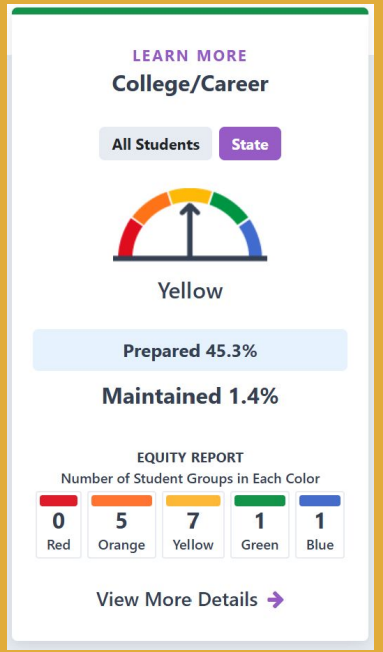
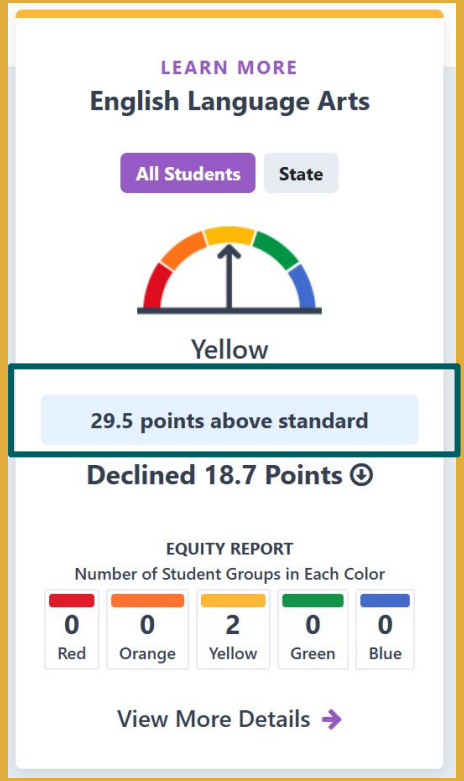


20 años Camino Nuevo Charter Academy

2024 California School Dashboard: Performance Win

CNHS #2



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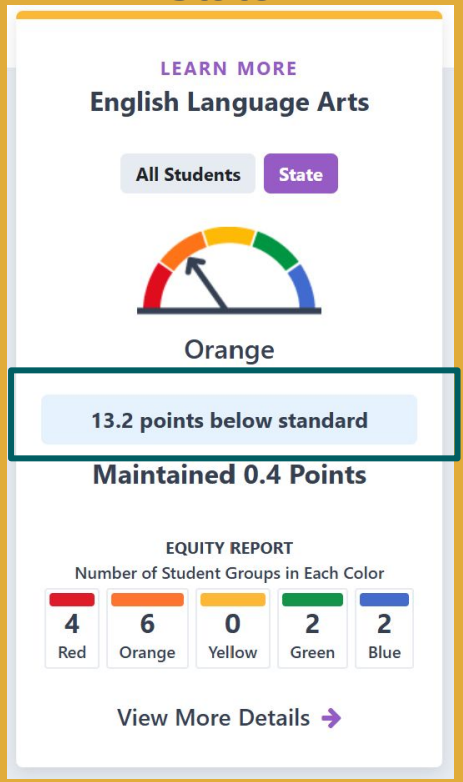


2024 California School Dashboard: Challenges

CNHS #2

LEARN MORE

Mathematics

All Students | State

Orange

80.7 points below standard

Declined 12.8 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	2	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

VS

State

LEARN MORE

Mathematics

All Students | State

Orange

47.6 points below standard

Maintained 1.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

5	5	2	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

CNHS #2

LEARN MORE

English Learner Progress

All Students | State

Red

33.3% making progress

Declined 14.1%

LONG-TERM ENGLISH LEARNER PROGRESS

0	1	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

VS

State

LEARN MORE

English Learner Progress

All Students | State

Orange

45.7% making progress

Declined 3%

LONG-TERM ENGLISH LEARNER PROGRESS

0	1	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

ELA Comparison Set

Comparing all public high schools in a 2 mile radius of Dalzell Lance, we ranked 2024 ELA and Math performance into quartiles.

School	Median Incom	FRP	Charter Yes/N	Entity Type	ELA All Students Di
Alliance Ted K. Tajima High	85835	0.97	Y	High Schools (Public)	70.9
Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	29.5
School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	23.5
Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-0.5
School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-0.8
Central City Value	62655	0.85	Y	High Schools (Public)	-28.1
Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-38
Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-40.5
UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-45.5
New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-73.7
Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-76.6
New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-80.1
Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-83.6
Belmont Senior High	85835	0.92	N	High Schools (Public)	-102.9

Math Comparison Set

	A	B	D	E	F	U
1	School	Median Incon	FRP	Charter Yes/N	Entity Type	Math All Students DI
2	Alliance Ted K. Tajima High	85835	0.97	Y	High Schools (Public)	-51.9
3	Central City Value	62655	0.85	Y	High Schools (Public)	-56.2
4	Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	-80.7
5	School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	-85.6
6	UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-92.8
7	New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-98.9
8	School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-109.5
9	Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-109.6
10	Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-122.7
11	Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-123
12	Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-129.5
13	Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-163.1
14	Belmont Senior High	85835	0.92	N	High Schools (Public)	-176
15	New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-194.6

To sum up…

Academic Data Strengths	Academic Data Areas for Growth
● Outperforming the state in ○ Graduation Rate (+3.7%) ○ College & Career Readiness (+13.6%) ○ English Language Arts (+42.7) ● Outperforming most local schools in ○ English Language Arts ○ Mathematics	● Performing below the state in ○ Mathematics (-33.1) ○ English Language Proficiency (growth indicator) (-12.4%)

Coversheet

Attendance & Enrollment Updates

Section: V. School and Academic Updates
Item: B. Attendance & Enrollment Updates
Purpose: Discuss
Submitted by:
Related Material:
June Board Meeting Presentation (Attendance and Chronic Absenteeism).pdf
June 2025 Board Enrollment Update.pdf

Attendance Initiative for the 24-25 School Year

Camino Nuevo Charter Academy

Jeannette Sandoval
Director of Student Experience

June 17, 2025

Vision

Strengthen family partnerships in support of all of our students attending school on a consistent basis.

Provide a comprehensive blueprint to include a ***community call to action*** as we tackle this pressing need for increased attendance across the network.

<u>We all own our students' success.</u>

Average Daily Attendance (ADA)

Camino Nuevo Charter Academy

MONTH	BUR	CAS	CIS	DAL	EIS	KAY	TOTAL
January	93.01%	87.59%	89.72%	91.37%	91.24%	90.31%	90.54%
February	93.96%	87.91%	89.19%	90.62%	90.39%	90.87%	90.49%
March	95.26%	90.05%	90.70%	92.27%	92.38%	91.93%	92.10%
April	96.62%	90.63%	94.01%	92.91%	92.02%	93.53%	93.28%
May	95.76%	91.37%	92.91%	92.75%	93.01%	92.72%	93.09%
Total	95.51%	91.37%	93.87%	93.13%	92.89%	92.55%	92.85%

Camino Nuevo Charter Academy

ADA Data Comparison
August – May

2021-2022	2022-2023	2023-2024	2024-2025
86.14%	89.75%	91.20%	92.85%

94% ADA Goal for our CNCA Organization

Chronic Absenteeism per Quarters Across Our Network

Site	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
Q1	10.48%	23.17%	23.32%	16.00%	27.70%	14.72%	19.23%
Q2	17.12%	34.97%	43.77%	29.42%	39.74%	25.55%	31.76%
Q3	15.26%	29.76%	42.79%	26.74%	33.20%	28.32%	29.35%

We have decreased C.A. by 2.41% from Q2 to Q3

End of Year Reflection

Reflection:

- This was our first year of actively tracking Chronic Absenteeism and emphasizing our goal
- We listened, learned, and remained flexible:
  - We need more coherence in our step by step guidance with a balance of an individualized approach for the nuances of each student and school site
  - We need to increase our communication with families, including strengthening our structures at school sites

Next Year:

- **School Site Support**
  - Begin monthly mandatory check-ins with registrars to strategize and address particular student concerns
  - Implement the Attendance MTSS model at all school sites, including summer engagement opportunities
- **Promising Practices**
  - Continue the Monthly Attendance Huddle to share best practices across sites
  - Continue Think Tank Sessions as an *optional* space to strategize with Attendance Teams
- **Communication**
  - Monthly Attendance Newsletter for the parent community
  - Continue parent outreach, including support from all school staff

Questions

June Enrollment Update

2024-2025SY

20 años | Camino Nuevo Charter Academy

School Site | Current Enrollment as of 5/27/25 – 2 Year Comparison

24/25 Enrollment- 5/27/25 vs 5/28/24	Original Budget	Current	Last Year	Difference from budget	Potential Fiscal Impact on Budget	Change from Last Year
BUR	603	600	602	-3	-$46,800.00	-0.33%
KAY	709	690	691	-19	-$296,400.00	-0.14%
CAS	453	476	457	23	$358,800.00	3.99%
EIS	273	267	271	-6	-$93,600.00	-1.50%
CIS	515	460	507	-55	-$858,000.00	-10.22%
DAL	505	501	486	-4	-$62,400.00	2.99%
CNCA	3058	2994	3014	-64	-$998,400.00	-0.67%

BUR–Enrollment is holding relatively steady, just 3 students below budget and 2 fewer than last year. Demographic shifts may be contributing to the slight decline.

KAY–Current enrollment is 19 students under budget and 1 student below last year. Although slightly below targets, enrollment has remained consistent year over year. KAY is on average serving more students than they have in past years.

CAS–Strong enrollment performance, with 23 students above budget and 19 more than last year. CAS is experiencing higher than usual interest and is outperforming previous years.

EIS–Steady enrollment overall with some attrition. Interest is waning given that we haven't been extending many offers on the waitlist.

DAL–Enrollment and interest is consistent. DAL is close to target, just 4 students below budget but serving 15 more than last year. Enrollment has been stable despite typical high school mobility.

CIS–Enrollment has seen the most significant drop, with enrollment 55 students under budget and 47 fewer than last year. Demographic shifts and student attrition appear to be major factors.

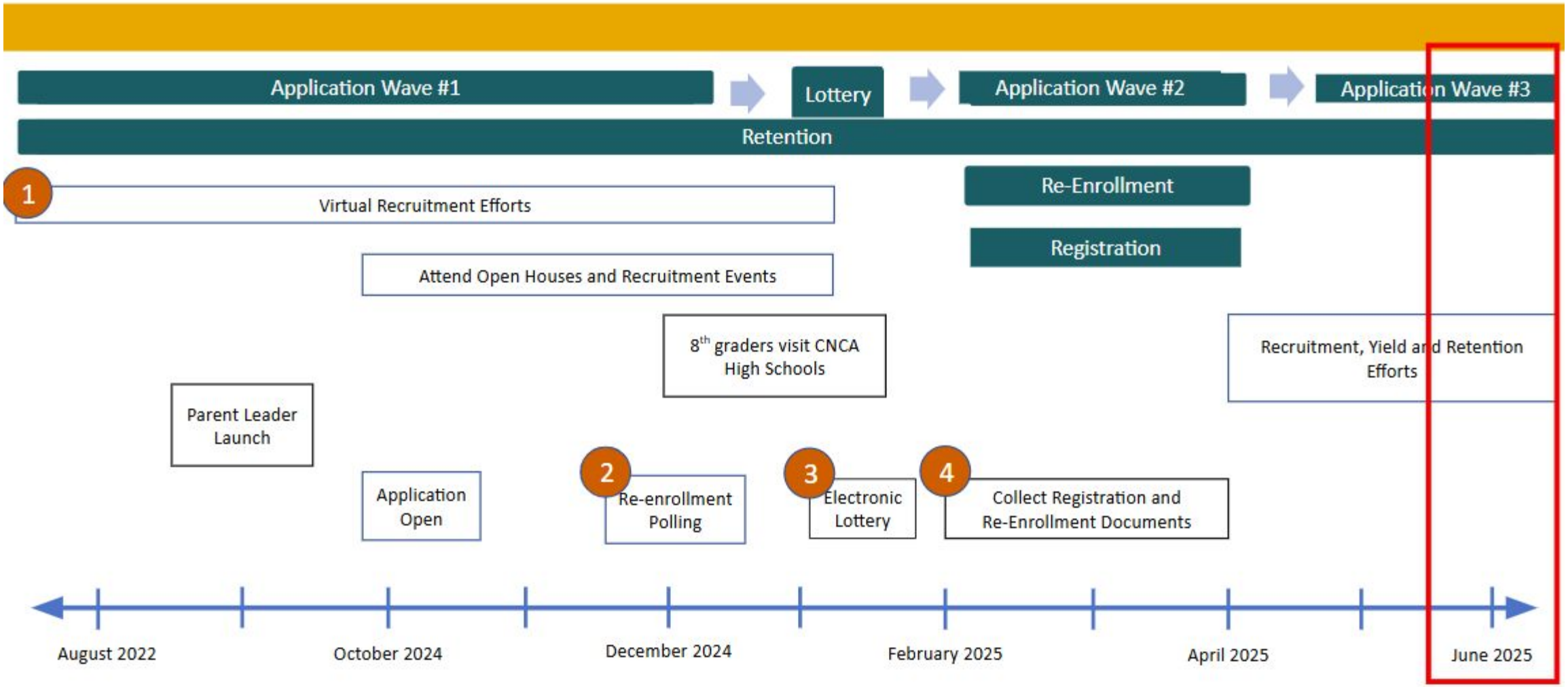
School Site | Re-Enrollment "Returning" – 2 Year Comparison

Re-Enrollment	2025	2024	Variance
BUR	538	543	-5
KAY	592	594	-2
CAS	391	360	31
EIS	245	267	-22
CIS	391	426	-35
DAL	389	384	5

Notes

- **BUR** has 5 and **KAY** has 2 fewer returning student compared to last year while **CAS, and DAL** all have more returning students. ***Retaining and increasing returning students is critical to sustainable enrollment in this declining market.***
- **EIS** has 22 less returning students than last year. While attrition from CAS's 5th grade class is relatively low, lower returning student numbers mean we need to recruit more in the spring & summer to close the gap for the 25/26 school year.
- **CIS** has 35 fewer returning students compared to last year, but also has 76 less students enrolled. We will have to recruit more students for this year and 25/26 school year to close the gap.

Enrollment Timeline and Phases



School Site: Enrollment & Open Seats for the 25–26SY

May 27, 2025	25/26 Targets	25/26 Projections	Open Seats	Applications	Acceptance	Waitlist	W/R/D
Site							
Burlington	603	616	-13	255	78	120	44
Kayne Siart	710	749	-39	270	157	15	77
Castellanos	458	479	-21	164	90	18	45
Eisner	273	272	1	80	27	12	35
Cisneros	450	441	9	105	53	0	46
Dalzell	505	541	-36	372	152	86	111
CNCA	**2999**	**3098**	**-99**	**1246**	**557**	**251**	**358**

Data 5/27/25

Open Seats By Grade	May 27, 2025
Grade	
TK	3
K	-17
1st to 5th	-43
6th to 8th	-7
9th	-10

BUR, KAY, CAS, and DAL are projected to exceed their enrollment targets.

- **BUR and KAY:** Both schools are projected to be over-enrolled (-13 and -39 open seats, respectively). Despite lower applications, strong retention and steady demand are keeping enrollment stable.
- **CAS:** Currently projected to exceed its target by 21 students, showing strong interest, likely due to its dual-language program and wraparound services.
- **DAL:** Seeing the highest surplus with 36 students over target. Exceptional yield (152 acceptances) and high family engagement suggest growing momentum due to word-of-mouth and positive reputation of academic offerings and school culture.

EIS and CIS have open seats remaining.

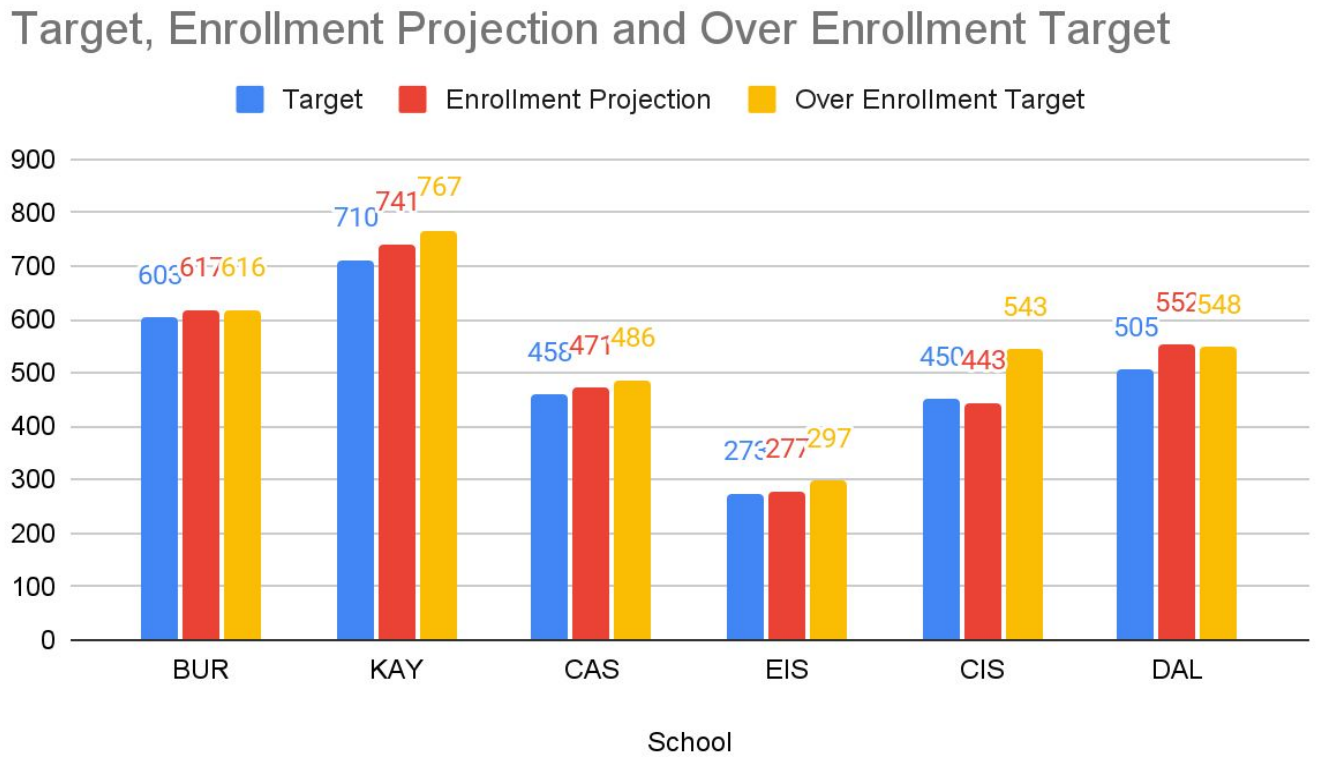
- **EIS:** Has 10 open seats in 6th grade, suggesting that some recruitment efforts may be needed to meet the target. Lower application numbers may be due to families not perceiving EIS as an available option due to frustrations with last year's waitlist. Some families are hesitant to enroll because grades 6–8 are separate from the TK–5 campus, and they prefer to keep siblings together.
- **CIS:** Has 9 open seats remaining, with applications trending lower. Recruitment will be necessary to close the gap, especially in early grades.

Enrollment Day 1 Action Plan 25–26SY

We're over-enrolled by 99 students, giving us a strong buffer. But we're still 159 students short of our over-enrollment goal, so last-mile outreach is key.

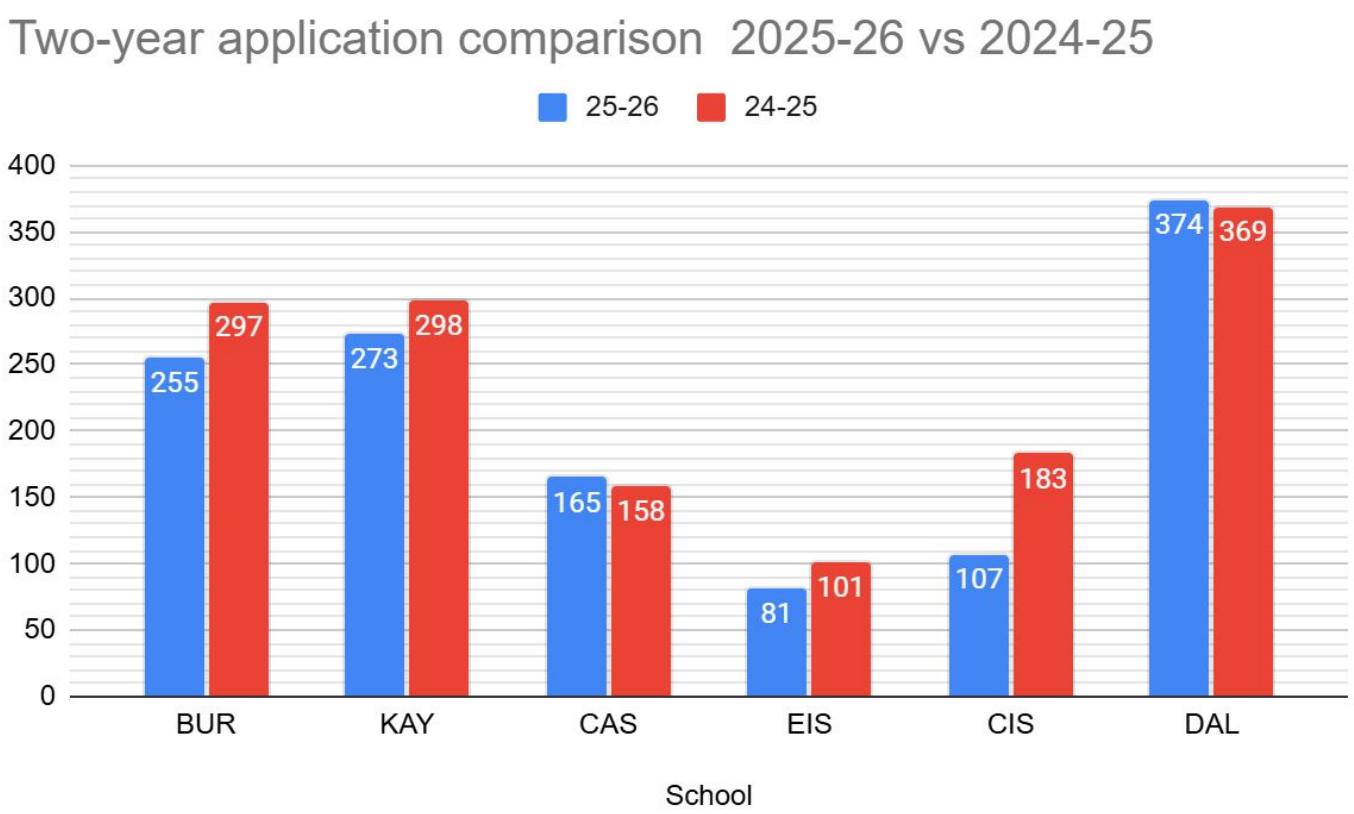
Yield Focus

- All Grades
  - Host informal gatherings for new families to build relationships and excitement.
  - In-Person orientations and tours ensure families feel confident and connected before the school year begins.
  -
- 6th Grade
  a. Bowling event or Ice Cream Socials to welcome new students.
- 9th Grade
  a. Monthly touchpoints including course selection, orientation, and Summer Bridge.



Data as of 5/27/25

Two Year Application Comparison (2025-26 vs 2024-25)



Data as of 5/27/25

Overall–Applications for the 25-26 school year reflect both areas of growth and opportunity across the CNCA network. Some campuses saw slight declines, others like DAL and CAS held steady or grew. Insights will help us focus our outreach and build on strong momentum moving forward.

BUR–Applications decrease from 297 to 255, a 14% decline from the same time last year. Focus outreach may be needed to reverse the downtrend.

KAY–A slight dip from 298 to 273 applications, down 8%. There is still strong interest from families.

CAS–Applications increased from 158 to 165, a 4% growth. Castellanos shows a positive momentum year after year that should continue building.

EIS –Saw a significant drop from a 101 to 81 applications, a 20% decline. Interest is waning given that we haven't been extending many offers on the waitlist. This calls for closer analysis and targeted interventions.

CIS–Applications dropped from 183 to 107, a 42% decline. The steepest among all campuses this may related to shifting community dynamics, demographic shifts, and student attrition which appear to be major factors.

DAL–Applications rose slightly from 369 to 374, maintaining its status as the most in demand school in our network.

Summer Strategic Plan: Areas of Focus for Recruitment, Retention & Yield

Focus on Recruitment

Expanded Outreach

- Strengthen partnerships with local organizations and community centers.
- Increase presence at summer events and actively canvass high-priority areas.
- Table at grocery stores and community hubs to meet families where they are.
- Mobilize internal families, alumni, and community partners to share their experiences.
- Create a structured referral program to incentivize outreach.

Targeted Marketing

- Launching focused digital media campaigns in grocery stores to boost visibility.
- Launching partnership with Enrollment Professor, specifically targeting families near CIS.
- Distributing branded swag (hats, umbrellas, bumper stickers, pens, t-shirts) to create buzz.
- Collecting and amplifying testimonials and online reviews from current families.

Focus on Retention

Summer @ CNCA

- Provide summer programming to maintain student connection and support working families.
    a. For example: **Dalzell's Bridge Program** can help students transition smoothly to new grade levels and reduce summer learning loss.

Strategic Communication

- Use regular, transparent communication over summer to reinforce commitment and support.
- Acknowledge community concerns (e.g., waitlists, commute, policy fears) and provide clarity where possible.

Questions

Camino Nuevo Charter Academy

Coversheet

Graduating Seniors Update

Section: V. School and Academic Updates
Item: C. Graduating Seniors Update
Purpose: FYI
Submitted by:
Related Material: Class of 2025 Updates.pdf

Camino Nuevo Charter Academy

Class of 2025 Updates

4-Year Acceptance Rate:

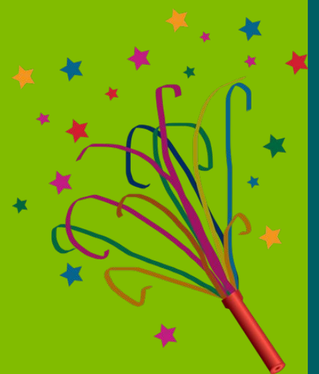
76%

FAFSA/Dream Act Completion:

99%

Students with Postsecondary Plans:

100%



Class of 2025

Accomplishments and Celebrations

Postsecondary Plans

4-Year Institutions:
45%

2-Year Institutions:
51%

Military:
3%

Other:
1%

The Class of 2025 secured acceptances to:

CSU

Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino, San Francisco, San Jose, and Sonoma State

UC

Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, and Santa Cruz

Private/Out of State

Cal Baptist University, Connecticut College, Mount St. Mary's University, Pepperdine University, Vassar College, Whitman College, Whittier College, and Woodbury University

Community College

"I am excited to be attending GCC this coming fall to earn my Flight Attendant certificate and AA degree. This has always been a dream of mine, and I am so excited to get started on this journey. I am thankful that I am able to pursue a career I am truly passionate about without having to worry about being in debt for the rest of my life. My parents who are in Guatemala are counting on me to do my best and that is what I plan to do. I am also thankful to Camino Nuevo for awarding me the CTE scholarship which will allow me to focus solely on school and future career as a flight attendant."

-Valeria Chang, Class of 2025

California State University (CSU)

“I will be attending CSU Dominguez Hills this fall because it’s a school that feels familiar to me. My aunt went there and was very successful. It feels comforting to know that someone close to me went there and I can turn to them if I ever need support. My major is Business and I would like to one day have my own contracting business. We have many laborers in my family, and I’ve always wanted to be able to have a contracting company to support the people who are in need of jobs to support their families. I am looking forward to exploring life and grow as a person. I am looking forward to learning more about myself and accountability.”

-Erick Osorio, Class of 2025

University of California (UC)

"This fall, I will be attending UCLA. I am going to UCLA because I know it is a top-tier school with strong academics and many resources at my disposal that can help me throughout my journey such as the UCLA Library, Career Center, and the Counseling Center. I am excited and also nervous to be going to a university, as it will certainly be a new but amazing experience. Not only am I curious about the classes that I will be taking, but I am also looking forward to making new friends and joining some clubs, such as the cubing club (people who solve Rubik's cubes and other similar puzzles), chess club, and the Super Smash Bros Club. As of now, I am undecided as to what major I will pursue at UCLA. So far, some majors I have considered are Computer Science, Art, Geography, History, Linguistics, and Political Science. My long term goal is to ultimately end up with a career that aligns with one of my interests and makes me happy, as well as being able to earn enough money to take care of my family and enjoy my life."

-Javier Quintanilla, Class of 2025

Other Pathway

"I have been playing soccer since I was 3 years old. My parents have always been supportive of my interest and have never missed a game. I have been playing soccer for most of my life and I've moved up throughout the years. I was recently scouted to play in England for a professional soccer team called Macclesfield FC who will play in the National League in 2025/2026. I will live there for a year with all expenses paid. I will not be attending college during my first year, but my next goal is to make it to the major league in the near future. If I don't, I will most likely start college there and continue playing with the team and see where I go from there."

-Denzel Rodriguez, Class of 2025

Coversheet

Dual Enrollment Update

Section: V. School and Academic Updates
Item: D. Dual Enrollment Update
Purpose: FYI
Submitted by:
Related Material: Dual Enrollment Updates.pdf

Dual Enrollment Pathways at Dalzell Lance High School

Camino Nuevo Charter Academy

Maximizing College and Career Readiness in High School

Dual Enrollment Pathways

Allow High School students to complete high school and college credit simultaneously to complete or make progress towards the completion of a post high school certification and/or degree.

- **Cal-GETC Pathway**
  - General Education requirements towards an AA (2-year) and/or BA (4-year) degree

Camino Nuevo Charter Academy

Dual Enrollment Pathway: Cal-GETC
(formerly known as IGETC)

Summary table for areas of Distribution for Cal-GETC

CAL-GETC SUBJECT AREAS	SUBJECT AREA DESCRIPTIONS	COURSES PER SUBJECT AREA
Area 1 – English Communication	**One course from each 1A, 1B, and 1C subject area.** Area 1A: English Composition- 1 course (3 semester or 4 quarter units) Area 1B: Critical Thinking and Composition- 1 course (3 semester or 4 quarter units) Area 1C: Oral Communication- 1 course (3 semester or 4 quarter units)	3 courses (9 semester or 12 quarter units; 3 semester or 4 quarter units for each of 1A, 1B, and 1C)
Area 2 – Mathematical Concepts and Quantitative Reasoning	**One course in Area 2.**	1 course (3 semester or 4 quarter units)
Area 3 – Arts and Humanities	**One course from each 3A and 3B subject area.** Area 3A: Arts- 1 course (3 semester or 4 quarter units) Area 3B: Humanities- 1 course (3 semester or 4 quarter units)	2 courses (6 semester or 8 quarter units)
Area 4 – Social and Behavioral Sciences	**Two courses from two academic disciplines or in an interdisciplinary sequence.**	2 courses (6 semester or 8 quarter units)
Area 5 – Physical and Biological Sciences	**One course from each 5A and 5B subject area. One of the two courses must include a laboratory.** Area 5A: Physical Science- 1 course (3 semester or 4 quarter units) Area 5B: Biological Science- 1 course (3 semester or 4 quarter units) Area 5C: Laboratory- (1 semester or 1 quarter unit)	2 courses (7 semester or 9 quarter units)
Area 6 – Ethnic Studies	**One course in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.**	1 course (3 semester or 4 quarter units)
	TOTAL	11 courses (34 semester or 45 quarter units)

Ideal for students whose long term goal is to earn an AA/AS or BA/BS degree.

- Two different GE courses offered per semester during the school day and 2 during the summer, for a total of 6 GE courses/school year
- Courses will be transferable to both major school systems (CSU & UC)
- Courses taught at DAL campus, during the school day
- Taught by LACC professors

Total of 11 General Education college courses

34 college credits

↓

1.5 years completed towards an AA or BA degree

↓

Savings of $10,257

*based on price of tuition for CSU for the 25/26 SY

Cal-GETC Pathway

Camino Nuevo Charter Academy

The impact of Dual Enrollment on our students:

Last year, 100% of DAL's seniors who enrolled at 2 and 4-year colleges/universities were dual enrollment participants who successfully completed one or more college course(s) during their high school years.

Summary of Proposed Changes

- Transition from offering dual enrollment courses to a defined pathway
- Increase accessibility for all students by implementing different pathways
  - Eventually, the goal is to add a CTE pathway
- Increase access to a wider range of students by offering college courses during the school day and over the summer
- Provide students with dual credit (high school and college credit)

Coversheet

Community Schools Grant: Implementation Plan Update

Section: VI. Community Schools Grant: Implementation Plan Update
Item: A. Community Schools Grant: Implementation Plan Update
Purpose: FYI
Submitted by:
Related Material: CNCA Board Meeting - Community Schools Grant Update.pdf

Community Schools Implementation Updates

Camino Nuevo Charter Academy

June 2025

Powered by BoardOnTrack

Overview

- Implementation Plan & Goals Overview
- Our Progress
- School Site Updates

Implementation Plan

- At the start of the school year, CII supports CNCA with the administration of a needs & assets assessment so we can best target our services.
- Our findings led us to come up with an implementation plan for each site, united by shared goals and services to strengthen belonging, school culture, and engagement.
- Each site has a regular touchpoint with their Community School Coordinator and we meet quarterly as a full cross-site team.
- Our shared goal is to implement a robust, aligned Community Schools model across the Camino Nuevo network and at our school site with a priority focus on improving school climate through investments in a trauma-informed, community and culturally-centered approach, mental health, student and family engagement, and wraparound supports.

We envision our school to serve as a hub of resources for our community and will work closely with our community partners and school stakeholders to implement this vision.

Implementation Plan

20 años Camino Nuevo Charter Academy

All of our work directly or indirectly supports our students, their school experience, and at least one of the four Community Schools Pillars

1. Integrated support services
2. Family and community engagement
3. Collaborative leadership and practices for educators and administrators
4. Extended learning time and opportunities

This year, this work has looked like: professional development for leaders and educators; investment in mental health program staffing; direct student supplies and materials; afterschool programming at the high school, and investment in our parent education efforts

Our Goals

All Consortium School Sites will track **attendance**, **chronic absenteeism**, and **school climate data** as our primary measures of impact.

- By the end of the project period (June 2028), across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.
- We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.

How Are We Doing?

24-25	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
S1	13.73%	32.38%	36.29%	22.49%	37.21%	23.60%	27.61%

23-24	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
S1	15.36%	35.59%	47.51%	31.63%	41.72%	30.36%	33.69%

We decreased C.A. by 6% across the network during S1.
Our grant goal is less than 15% C.A. by 2028.

How Are We Doing?

20 años Camino Nuevo Charter Academy

ADA

2021-2022	2022-2023	2023-2024	2024-2025
86.14%	89.75%	91.20%	92.85%

CII Priorities

Community Schools Coordinator (CSC) Priorities

- Implementing Community Schools model with fidelity: surveys, Advisory Councils, stakeholder engagement, etc.
- School community integration
- Utilize data to inform decision making
- Appropriate Documentation of work
- Referrals
- Weekly Highlights/Updates - per school guidance

Family Ambassador (FA) Priorities

- Referrals
- Case Management
- School community integration
- Appropriate Documentation of Engagement

Burlington

Goal	Implementation Evidence	Impact

By the end of the project period, across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.	• Attendance Challenges
	  ○ FEB: Donut Challenge
	  ○ MARCH: Grocery Gift Card Raffle
	  ○ APRIL/MAY: In-n-Out Day
	• Daily calls to parents of absent students.
	• One-on-one meetings with APSS for chronically absent families. (contracts > home visits)
		• 218 students with **Perfect Attendance** for March Challenge
		• ADA 97.5%

We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.	• PBIS Store
	• Monthly Spirit Weeks
	• Lunch activities
	  ○ March: Mindfulness Water Coloring
	  ○ April: DeansList Lunch
	• Students and families have been linked to resources with CII and within the community.
		• Increasing student excitement for school events
		• Parent involvement in Student Reward Events

Compliance: Needs Assessment, Advisory Council (6x), School Meeting Participation (LT, SART, COST, etc.)	• Needs Assessment survey- 333 responses • Advisory Council- 10/08 • Participate in: BLT, SART, COST meetings	• Collaborative planning for future events.

Burlington

Cornerstone Commitment	How is this commitment showing up in your school/LEA?	What opportunities are there to elevate the cornerstone commitment in your school/LEA?
Assets Driven & Strengths Based Practice	We actively involve families and the community in the educational process, recognizing that they are valuable assets. Through workshops and collaborative projects, we tap into the strengths of our broader community to enhance student learning. Staff receive training on strengths-based practices, equipping them with the tools to identify and nurture students' assets. This helps create a cohesive approach across the school.	• Continue building parent involvement in creating school culture. Continue to let them participate in planning and carrying out school events, but also including them in supporting with behaviors (i.e hallway monitoring)
Racially Just & Restorative School Climates	Offering training for parents on advocacy skills, empowering them to engage with the school and advocate for their children's needs and rights. Ensuring all school communications, including newsletters and meetings, are available in both English and Spanish, making information accessible to all families.	• A clear and concise disciplinary process for students that emphasizes prevention over reaction.
Powerful, Culturally Proficient, & Relevant Instruction	Bilingual education program not only promotes language proficiency in English and Spanish but also values the cultural context of both languages. Teachers tailor teaching methods to meet diverse learning needs, incorporating students' interests and cultural backgrounds.	• More opportunities for intentional cultural celebrations or programs/events throughout year
Shared Decision Making and Participatory Practices	Hosting workshops to engage families and community members in discussions about school goals and initiatives, encouraging their input. Allowing Leadership students to plan and carry out school wide events.	• Teacher representation in Advisory Councils

Burlington

20 años Camino Nuevo Charter Academy

CAS/EIS

Goal	Implementation Evidence	Impact
By the end of the project period, across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.	- **Traveling Trophy Winners:** Pajama/Movie Party (4th and TK) Meditation Party (5th) - **Valentines Merit Day** - **Pi Merit Day** - **LPAC Incentives:** Legos Chips/Nachos Treasure Box Prizes	- CAS Q2 ADA: - EIS Q2 ADA:
We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.	- Monthly Spirit Weeks - Monthly Jaguar Store & Shout Out stores - Pi Merit Day - Student and staff wellness activities with MH Lead - Newcomer group for 4th and 5th - Black History Month activities	- Student participation and excitement for school culture/attendance events - Cultural awareness in planning student culture events (foods, traditions, etc)
Compliance: Needs Assessment, Advisory Council (6x), School Meeting Participation (LT, SART, COST, etc.)	- COST and Attendance meetings - Regular meetings w/both APSS and check ins with FSC - AC #1-4 Completed	- Guided planning for programming and future events

CAS/EIS

Cornerstone Commitment	How is this commitment showing up in your school/LEA?	What opportunities are there to elevate the cornerstone commitment in your school/LEA?
Assets Driven & Strengths Based Practice	- School staff/leadership are aware of the communities they are serving and try to tailor to the different needs (mental health services, programming, referrals) - When planning events, staff take in consideration the cultural backgrounds of the students and community (merit days, etc)	- More opportunities such as planning committees etc.
Racially Just & Restorative School Climates	- Merit Days designed to celebrate attendance (not punitive for absences) - COST - looking at behavioral needs using whole child lens (referring out) - PBIS Stores - students able to "purchase" items using DeansList points (earned through positive behavior)	- Preventive vs. reactive systems - Making sure parents are informed about processes (e.g. disciplinary processes) throughout year
Powerful, Culturally Proficient, & Relevant Instruction	- Mental Health collaborations to bring awareness to mental health and self care (fun lunches, bulletin boards, collaborative workshops)	- After School programs/workshops - More opportunities for intentional cultural celebrations or programs throughout year
Shared Decision Making and Participatory Practices	- Site Based Council/Advisory Council - Student surveys - Collaborative planning and integration of partners	- CAS/EIS can find more opportunities to enhance and uplift student voices by inviting them to councils and creating a student government

CAS/EIS

Cisneros

Goal	Implementation Evidence	Impact
By the end of the project period, across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.	1. Monthly and Quarterly Incentives 2. IPad Raffles for Perfect Attendance 3. Monthly Attendance Incentives / Celebration a. 4. Quarterly Parent Workshops	Students are able to see the fruits of their labor when they are rewarded and recognized for attendance. We attempted Current ADA: 91.5%
We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.	1. PBIS Store 2. Alternative lunch recess activities 3. Spirit Weeks and Festivals 4. Basic Needs closet 5. Parent Resource Workshop 6. Enrichment Activities a. Besties Club b. Street Soccer USA	Students feel a sense of community and belonging during by participating in school-wide activities, typically between K-5th grade students, about 25% of them participate. The middle school PBIS store serves as a reward for positive behaviors and and reinforces them.
Compliance: Needs Assessment, Advisory Council (6x), School Meeting Participation (LT, SART, COST, etc.)	1. Needs Assessment completed every year 2. Advisory Councils are scheduled 3. CSC regularly attends weekly COST, Ops Meetings, and SART meetings.	Advisory Council: Regular Parent Attendance ~ 6 Parents

Cisneros

Cornerstone Commitment	How is this commitment showing up in your school/LEA?	What opportunities are there to elevate the cornerstone commitment in your school/LEA?
Assets Driven & Strengths Based Practice	Supports independent decision making while taking steps to convene collaboratively. School focuses on relationships with the school community including parents and staff.	More opportunities for parent committees for culture and accessibility of staff for collaboration and feedback.
Racially Just & Restorative School Climates	Parents and students are able to express concerns by submitting a form to speak to and address concern with admin. Through weekly COST meetings, leadership is able to talk about students and how their behaviors and attitudes are shaped by other needs at home and needed supports.	A succinct, clear and appropriate flow of rewards and discipline for students focused on restorative justice.
Powerful, Culturally Proficient, & Relevant Instruction	School is bilingual and promotes inclusion through activities. Staff is aware of cultural diversity of the school.	Providing more opportunities for personal development, especially for newcomer and spanish-speaking only students.
Shared Decision Making and Participatory Practices	Decisions, events, and activities are typically done collaboratively. We participate in operations, advisory council, and team meetings.	More leadership and CII participation in advisory councils. Promotion of collaborative meetings to staff, students, and caregivers.

Cisneros

20 años Camino Nuevo Charter Academy

Dalzell Lance

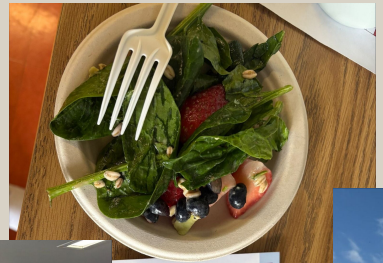
Goal	Implementation Evidence	Impact
By the end of the project period, across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.	Dalzell has begun four new SART initiatives and losing privileges if they are late, out of dress code, or miss school. Students also gain incentives. 1. Tardy Sweeps w/ 1 hour of detention per tardy (once a month) 2. Four hours of detention/Saturday School for 7+ tardies within 1 month 3. Free dress week for students with perfect attendance and no tardies 4. Increased home visits for students with chronic absenteeism Students with perfect attendance will be entered in a raffle for a target gift card for each quarter.	Student attendance rate averages in January -March 2025: 92.5% No Tardy Party for perfect attendance CSC has personally joined 2 home visits so far.
We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.	Students have been linked to resources, paid internships, and career readiness program. Company/School has been linked to outside resources to bring in monetary assistance for unexpected emergencies for students, parents and staff. (ChangeReaction).	We started the quarter with the LA wildfires and trying to support our Dalzell families as much as possible during these times. For example, we received donations that were given to families from Campbell Hall. 6 students enrolled in “Food Access LA” cooking class after school Dalzell allowed space for an immigration rally for students to voice their concerns, come together as a community, and feel heard and understood.
Compliance: Needs Assessment, Advisory Council (6x), School Meeting Participation (LT, SART, COST, etc.)	CSC has attended all LT meetings since placed in Dalzell. LT team has welcomed her in and have integrated her to all other initiatives/meetings. Have had 4 CS Advisory Council meeting happen thus far Challenge - Need caregiver and staff representatives at Advisory Council meetings.	CSC and FA has developed a strong partnership with COST Lead and have completed appropriate referrals needed at site. Challenge - lack of diversity in voices being heard.

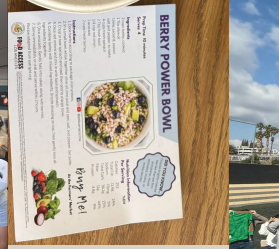
Dalzell

Cornerstone Commitment	How is this commitment showing up in your school/LEA?	What opportunities are there to elevate the cornerstone commitment in your school/LEA?
Assets Driven & Strengths Based Practice	School is not a bilingual campus but staff and admin accommodate to the students needs and speak spanish to encourage, redirect, and guide students. School promotes cultural acceptance and promotes cultural experiences. They host school food festivals that have a variety of options that explain cultural reference and region.	Collaborating with outside agencies that can bring in cultural experiences or programs for students. Food Access LA is a cooking class brought to Dalzell.
Racially Just & Restorative School Climates	Students feel comfortable expressing their needs and concerns. School is really good at de-escalating conflict and addressing tension as well as coming to an understanding for students well safety and well being.	A COST behavioral students need to go through code-switching workshops so they may understand the miscommunication that happens when they are sassy and entitled to people. Also recent connections to substance prevention and intervention partners: “Roots to Recovery”.
Powerful, Culturally Proficient, & Relevant Instruction	Teachers, Staff and Admin are aware of population needs and areas of improvement and do their best to address it. Teachers are really good with communicating needs and getting students accessed if students are showing learning assistance.	Teachers and Admin need to collaborate in a way that there is accountability on both ends. Teachers tend to refer and expect the referral outcomes to only be the responsibility of admin.
Shared Decision Making and Participatory Practices	Dalzell Admin team has a close knit relationship and communicate constantly. Admin picks each others weight when needed and work as one frequently. Admin includes students, families, and teachers in big decisions that affect them all.	There can be better communication between faculty/admin and teachers.

Dalzell Lance

20 años Camino Nuevo Charter Academy





Kayne Siart

Goal	Implementation Evidence	Impact
By the end of the project period, across the Consortium we will aim to reach and/or maintain 94% average daily attendance and less than 15% overall chronic absenteeism.	• Weekly Attendance Committee Meetings • SARB Letters • Attendance calls • Attendance Certificates • In-N-Out attendance celebration	• 93.9% average attendance this quarter
We will target annual growth in school belonging so that we end the project with at least 60% of all students having positive perceptions of their school belonging.	• Leadership students participation in Advisory Council • Basic Needs (CII Warehouse Distribution, Donations from Campbell Hall Episcopal School, Alice's Kids) • Linkages to resources and services • CII Prom2Go Event • Mental Health Promoters caregiver workshops • GRYD/Bresee Collaboration • Parent Workshops • Food Access LA Cooking Class • Project Fatherhood	• 4 Families registered and attended Prom2Go Event • 1-2 families directly benefiting from monthly groceries • 15 students enrolled in cooking class • 20 students signed up for GRYD Prevention • 4 families referred to MHP for case management
Compliance: Needs Assessment, Advisory Council (6x), School Meeting Participation (LT, SART, COST, etc.)	• Weekly COST, LT, and Attendance meetings • Advisory Council	• Ongoing advisory councils - May 16, 2025

Kayne Siart

Cornerstone Commitment	How is this commitment showing up in your school/LEA?	What opportunities are there to elevate the cornerstone commitment in your school/LEA?
Assets Driven & Strengths Based Practice	- Opportunities for parents to be involved in school (ELAC, SBC, Advisory Council, Committees, Service Hours, chaperones, workshop, schools events such as mercadillos, Teacher Appreciation Day, fundraisers)	- Providing opportunities for families to learn about their legal rights and encourage self-advocacy
Racially Just & Restorative School Climates	- COST - Anti-bullying intern groups	- Open door policy for parents to speak directly with school administrators - Acknowledging students who have made significant progress in attendance, not just students with "perfect attendance", as these students need the most support - PBIS
Powerful, Culturally Proficient, & Relevant Instruction	- Parent Workshops (Parenting Hacks, Use of Electronics, Internet Safety) - Food Access LA Cooking class for middle school students	- Girl Scouts* - Student art mural* - "Paletero Man" Author Visit* - Food Access LA Video Series* **in progress*
Shared Decision Making and Participatory Practices	- Advisory Council - Needs Assessment - Surveys and Forms - Yearbook - Weekly Newsletter "Lion's Roar" - Budget Meetings with LT	- Fulfilling the requests of teachers, such as more planning time (based on needs assessment results) - LT can participate in Advisory Council - Creating "norms" for parent workshops to make all parents feel welcomed to attend*

Kayne Siart

Case Management - FA

Referral Type	Amount Per School (YTD)	Impact
BHW (CII mental health)	Burlington: 25 Cas/Eis: 39 Cisneros: 23 Dalzell: 15 Kayne: 35	• A total of 137 BHW referrals BHW referrals are one of our biggest needs in our community across all CNCA school sites. Once connected to our services, it is quick and easy to connect families to our growing resources.
Other CII Internal (ECM, special events, etc.)	Burlington: 11 Cas/Eis: 1 Cisneros: 12 Dalzell: 4 Kayne: 40	• A total of 68 referrals to CII in-house programs & services. Our resources expand beyond mental health services, all of our programs address different factors of health such as housing, enhanced care management, etc.
External (outside providers/services)	Burlington: 5 Cas/Eis: 1 Cisneros: 8 Dalzell: 8 Kayne: 16	• A total of 38 external referrals. Lastly, if our in-house programs don't meet the need of our families, we refer them out to external agencies and partners.

Coversheet

Presentation of SY 24-25 Local Indicators

Section: VII. Presentation of SY 24-25 Local Indicators
Item: A. Presentation of SY 24-25 Local Indicators
Purpose: Vote
Submitted by:
Related Material: 2024-2025 CA Dashboard Local Indicators.pdf

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CA Dashboard: Local Indicators
2024-2025

LCFF Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Camino Nuevo is dedicated to providing an exceptional education for all students and we do that through employing, growing and retaining highly effective educators. To do this, we offer multiple alternative credentialing pathways, all fully compliant with state credentialing requirements. The data presented in this report misrepresents the teachers with alternative credentials as less effective than those with traditional preparation.

We urge the state to reconsider how credentialing data is displayed to accurately reflect the qualifications and contributions of all our teachers. Camino Nuevo will continue to ensure that all educators in our classrooms meet all state credentialing requirements.

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Indicator	Burlington	CAS-EIS	CIS	DAL	Kayne
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
Vacant Teacher Positions	0	0	0	0	2
Number and Percentage of teacher Misassignment of Teachers of EL's	1	2	0	0	1

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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	4

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	5

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 have also sponsored curriculum creation projects and built a bank of standards-aligned History/Social Science lessons for grades K-5. All K-5 grades also receive science and social studies content integrated throughout our knowledge building language arts 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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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.	5

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 2024 Family Survey, 96% percent of families strongly agree or agree that they feel welcome at their child's school.
    i. Our 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 75%.

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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 our Math and ELA Curriculums and Assessments
        vi. I-Ready Math
        vii. Understanding our Mental Health Program
    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.

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.

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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
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3

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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 inquire about an issue.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

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Schools need to strengthen their efforts in recruiting and training families, 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. 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:	VIII. 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:	CNCA 25-26 LCAP Public Hearing.pdf 25-26 CNCA Plan.pdf 25-26 CNCA2 Plan.pdf 25-26 CNES3 Plan.pdf 25-26 CNCA4 Plan.pdf 25-26 CNHS2 Plan.pdf

LCAP

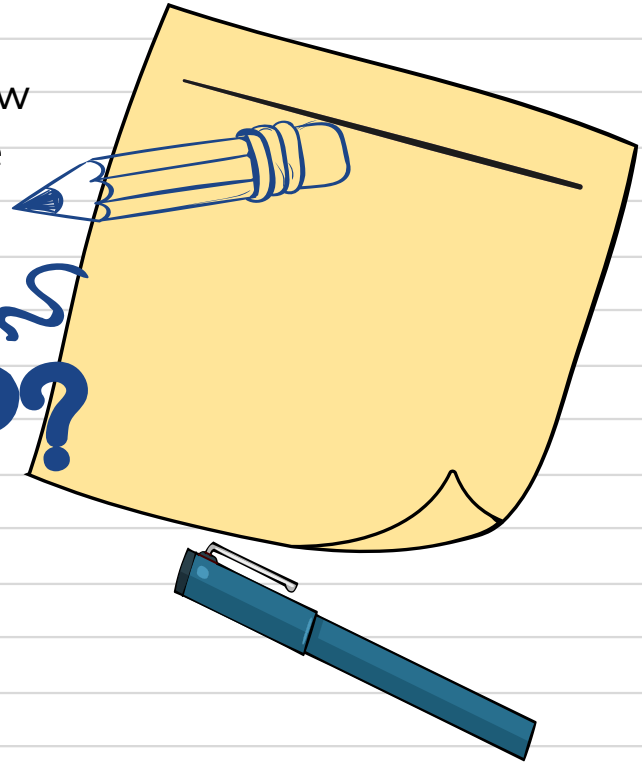
25-26 Public Hearing

Agenda

1. Introduction to the LCAP – Introducción al LCAP
2. Goals and Actions – Objetivos y Acciones
3. Feedback – Comentario

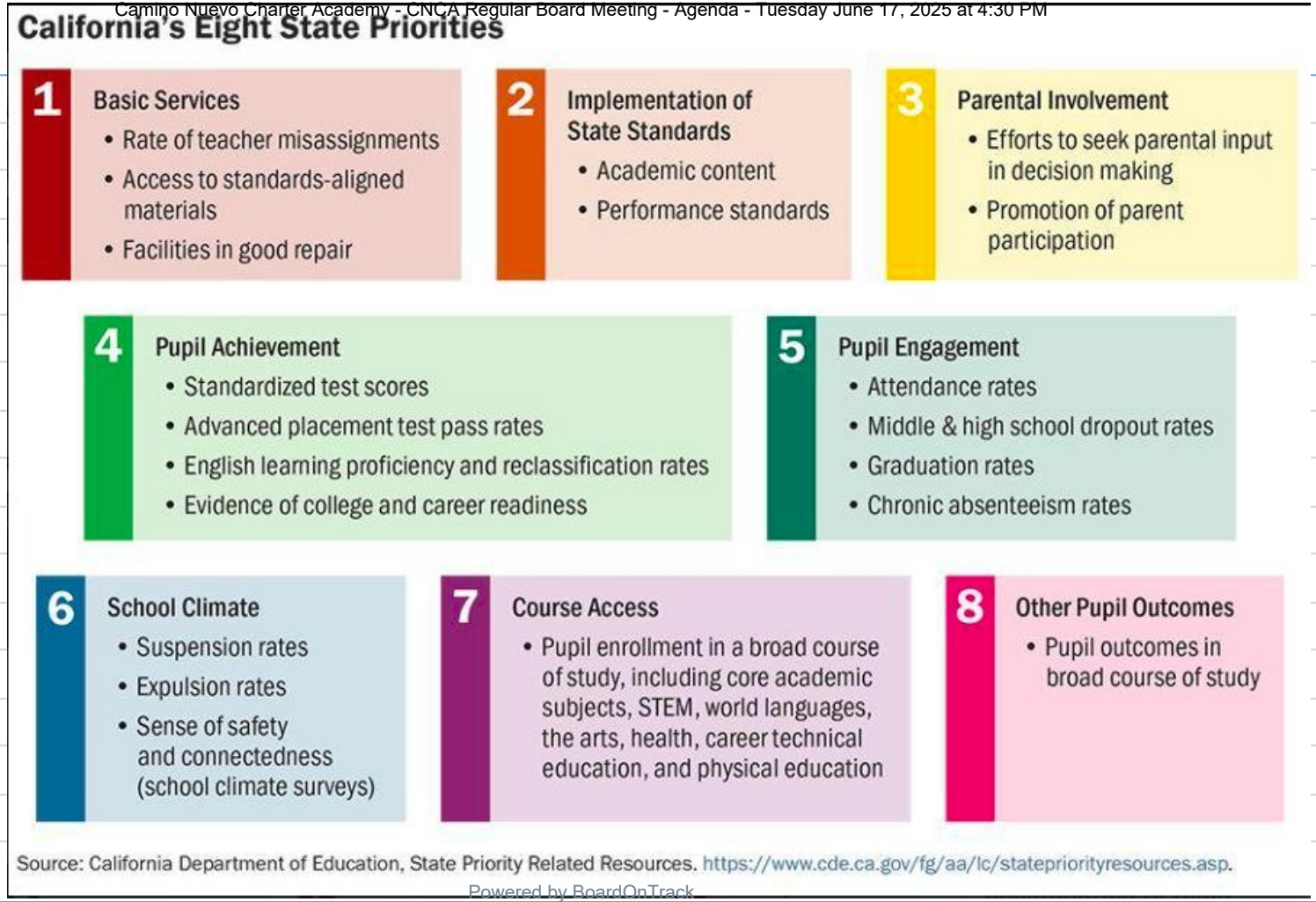
What is the LCAP?

- An accountability system. It is a plan that outlines how school districts will use State Funding (LCFF) to serve all students. The plan is updated annually. It must address the 8 State Priorities.



¿Qué es el LCAP?

- Un sistema de rendición de cuentas. Es un plan que describe cómo los distritos escolares utilizarán los fondos estatales (LCFF) para servir a todos los estudiantes. El plan se actualiza anualmente. Debe abordar las 8 Prioridades del Estado de California.


California's Eight State Priorities
1
Basic Services
• Rate of teacher misassignments
• Access to standards-aligned materials
• Facilities in good repair
2
Implementation of State Standards
• Academic content
• Performance standards
3
Parental Involvement
• Efforts to seek parental input in decision making
• Promotion of parent participation
4
Pupil Achievement
• Standardized test scores
• Advanced placement test pass rates
• English learning proficiency and reclassification rates
• Evidence of college and career readiness
5
Pupil Engagement
• Attendance rates
• Middle & high school dropout rates
• Graduation rates
• Chronic absenteeism rates
6
School Climate
• Suspension rates
• Expulsion rates
• Sense of safety and connectedness (school climate surveys)
7
Course Access
• Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education
8
Other Pupil Outcomes
• Pupil outcomes in broad course of study
Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

California's Eight State Priorities

1

Servicios Basicos
- Tasa de asignaciones
- incorrectas de maestros
- Instalaciones en buen estado
- Acceso a materiales alineados con los estándares

2

Implementación de estándares estatales:
- Contenido Académico
- Estándares de desempeño

3

Involucramiento de los padres
- Esfuerzos para buscar la opinión de los padres sobre la toma de decisiones
- Promoción de la Participación de los padres

4

Rendimiento Estudiantil
-Puntuaciones de exámenes estandarizados
-Competencias de aprendizaje de inglés.
Evidencia de preparación universitaria y profesional
-Evidencia de preparación universitaria y profesional

5

Compromiso de los alumnos
–Tasa de asistencia
–Tasas de graduación
–Tasas de absentismo crónico

6

Ambiente Escolar
–Tasas de Suspensión
Tasas de expulsión
-Sentido de seguridad y conexión.

7

Acceso al curso
-Inscripción de alumnos en un amplio curso de estudio, que incluye materias académicas básicas, STEM, idiomas del mundo, artes, salud, educación técnica profesional y educación física.

8

Otros resultados de los alumnos
--Resultados de los alumnos en un amplio curso de estudio

Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/stateprorityresources.asp.

LCAP Educational Partners

01

Teachers

Maestros

02

Students

Estudiantes

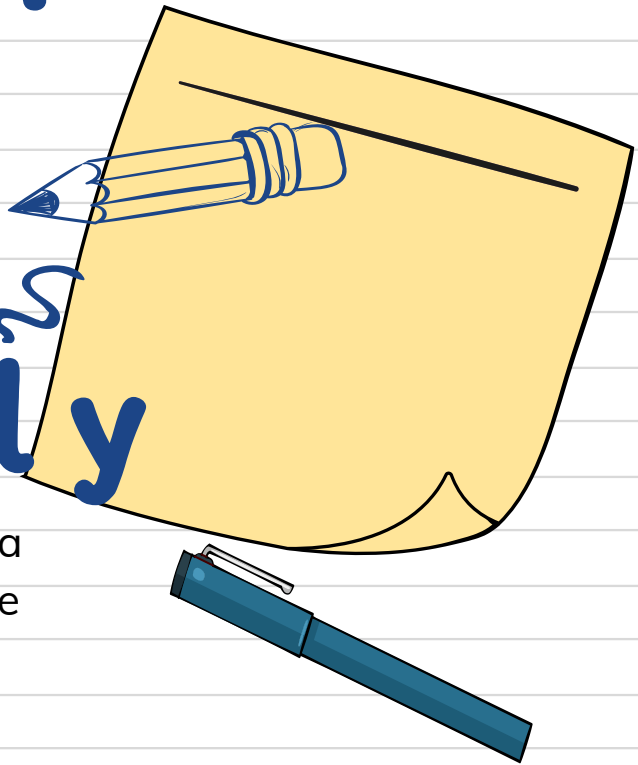
03

Familie

Familias

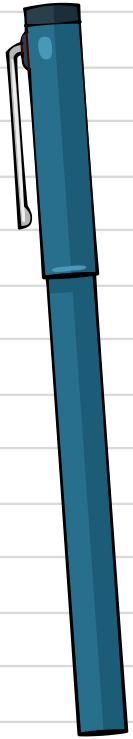
Final Review & Input

Your input has been a critical part of shaping these documents, through input at SBC meetings, Cafecitos, surveys, and more. Today we ask for your final review and approval of our 2025-26 LCAP.

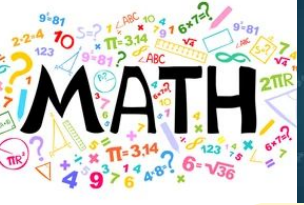


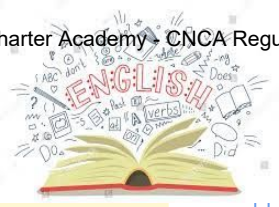
Revisión final y aportes

Sus aportes han sido una parte fundamental para dar forma a estos documentos, a través de aportes en las reuniones de la SBC, Cafecitos, encuestas y más. Hoy solicitamos su revisión y aprobación final de nuestro LCAP 2025-26.



Goal and Actions
Objetivos y Acciones 01





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.

Objetivo 1

Uniendo puentes hacia la pertenencia - Comunidad escolar comprometida: Creamos intencionalmente una cultura escolar definida por la conexión y el desarrollo del conocimiento entre nosotros, nuestros estudiantes y las familias a las que servimos. Juntos, garantizamos que los estudiantes formen parte de un entorno de aprendizaje seguro y acogedor que satisfaga sus necesidades.

How Will We Measure It?

1. School Attendance Rate
2. Chronic Absenteeism
3. Middle School Dropout Rate
4. Suspension Rate
5. Expulsion Rate
6. Facility Inspection Toolkit Score
7. Student Survey: Sense of Safety
8. Student Survey: Sense of Belonging
9. Family Survey: School Climate
10. Family Survey: School Connectedness
11. Parent Involvement and Family Engagement

¿Cómo lo mediremos?

1. Tasa de asistencia escolar
2. Ausentismo crónico
3. Tasa de abandono de la escuela secundaria
4. Tasa de suspensión
5. Tasa de expulsión
6. Puntuación del kit de herramientas de inspección de instalaciones
7. Encuesta para estudiantes: sensación de seguridad
8. Encuesta a estudiantes: sentido de pertenencia
9. Encuesta Familiar: Clima Escolar
10. Encuesta familiar: conectividad escolar
11. Participación de los padres y participación familiar

Actions – Acciones

01 Effective Operations Management

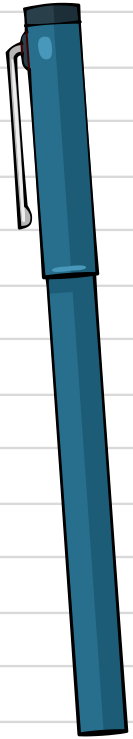
02 Safe and Compliant Facility

03 Student & Family Supports for Strong Community

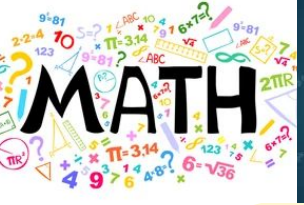
01 Gestión de operaciones eficaz

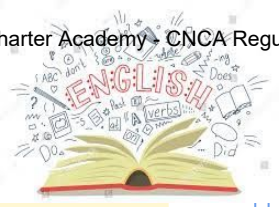
02 Instalación segura y conforme

03 Apoyos para estudiantes y familias para una comunidad sólida



Goal and Actions
Objetivos y Acciones 02





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.

Objetivo 2

Maestros y plan de estudios de alta calidad: Nos aseguramos de que todos los estudiantes reciban una educación excelente y significativa invirtiendo en maestros altamente efectivos y culturalmente receptivos y en materiales educativos rigurosos y alineados con los estándares.

How Will We Measure It?

1. Teacher Credentialing
2. Access to Standards-Aligned Materials
3. Implementation of Standards
4. English Learner Program
5. Teacher Survey: School Climate
6. Access to a Broad Course of Study

¿Cómo lo mediremos?

1. Acreditación de maestros
2. Acceso a materiales alineados con los estándares
3. Implementación de estándares
4. Programa para estudiantes de inglés
5. Encuesta a docentes: clima escolar
6. Acceso a un amplio plan de estudios

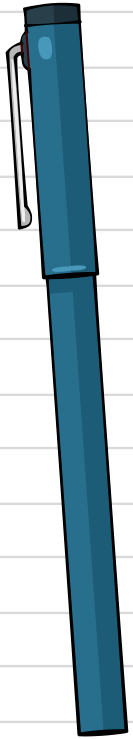
Actions – Acciones

01 Standard-Aligned Instructional Materials

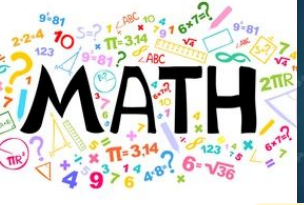
02 High-Quality Teachers and School Leadership

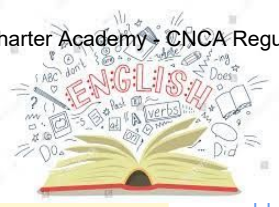
01 Materiales didácticos alineados con los estándares

02 Maestras de alta calidad y liderazgo escolar



Goal and Actions
Objetivos y Acciones 03





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.

Objetivo 3

Compromiso intelectual y rendimiento académico: planificamos y reflexionamos sobre la instrucción, la cultura escolar y los sistemas escolares para garantizar que nuestras escuelas involucren a todos los estudiantes de manera regular y profunda en contenido de alta calidad al nivel de grado y aceleren el aprendizaje de los estudiantes con altas expectativas para todos.

How Will We Measure It?

1. Performance on CAASPP for English Language Arts
2. Performance on CAASPP for Mathematics
3. Performance on California Science Test (CAST)
4. English Learner Progress Indicator
5. EL Reclassification Rate
6. Student Growth on i-Ready for Reading and Math

¿Cómo lo mediremos?

1. Actuación en CAASPP para artes del lenguaje inglés
2. Rendimiento en CAASPP para Matemáticas
3. Rendimiento en el examen de ciencias de California (CAST)
4. Indicador de progreso del estudiante de inglés
5. Tasa de reclasificación EL
6. Crecimiento estudiantil en i-Ready para lectura y matemáticas

Actions – Acciones

01 Differentiated Instructional Supports

02 Professional Development

03 Instructional Leadership & Support Staffing

01 Apoyos educativos diferenciados

02 Desarrollo profesional

03 Liderazgo educativo y personal de apoyo

Actions – Acciones

04	English Language Development Program	04	Programa de desarrollo del idioma inglés
05	Special Education Program	05	Programa de educación especial
06	Strong After-School Program	06	Fuerte programa extraescolar

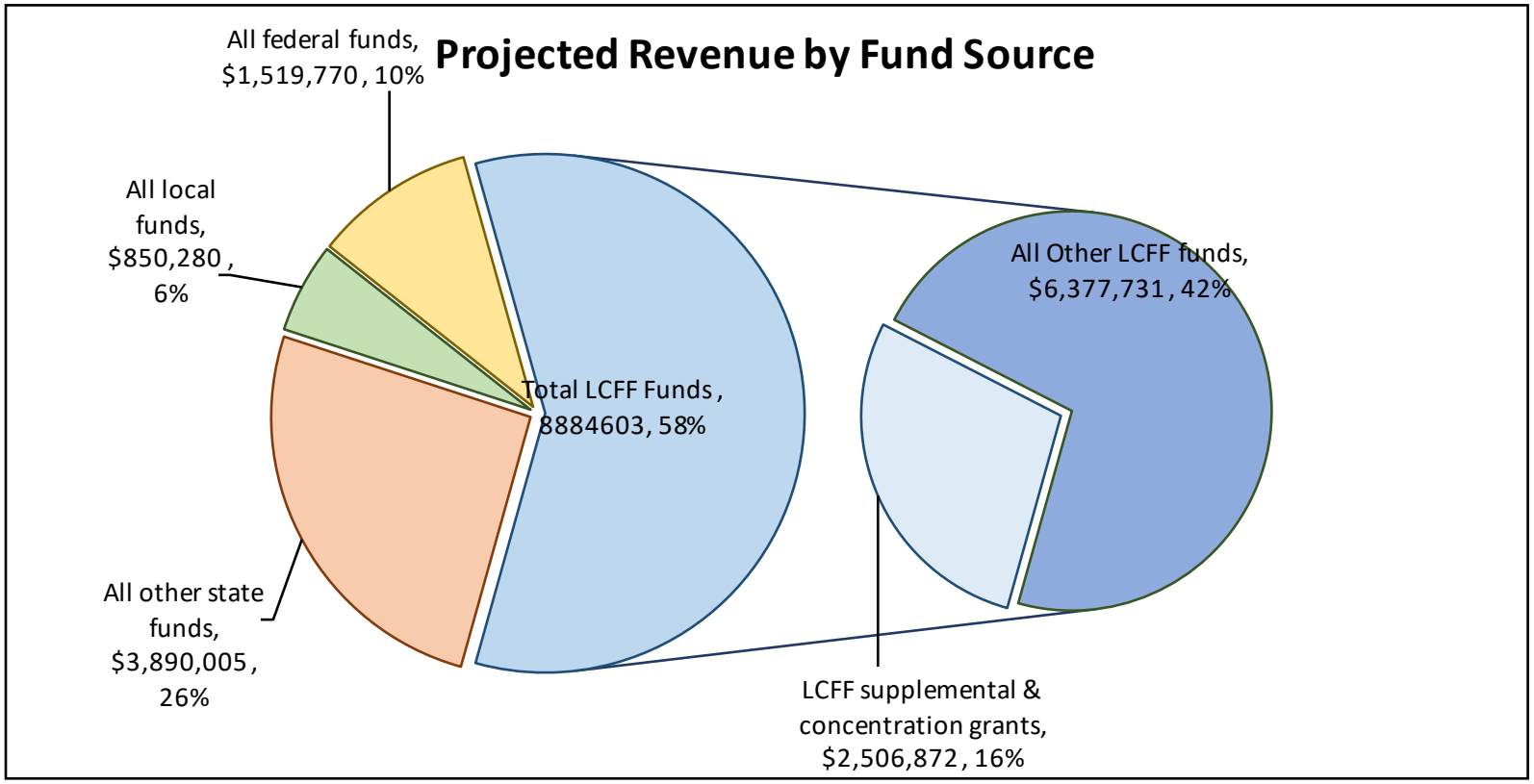
Thank you!
¡Gracias!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy
CDS Code: 19-64733-6117667
School Year: 2025-26
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 2025-26 School Year



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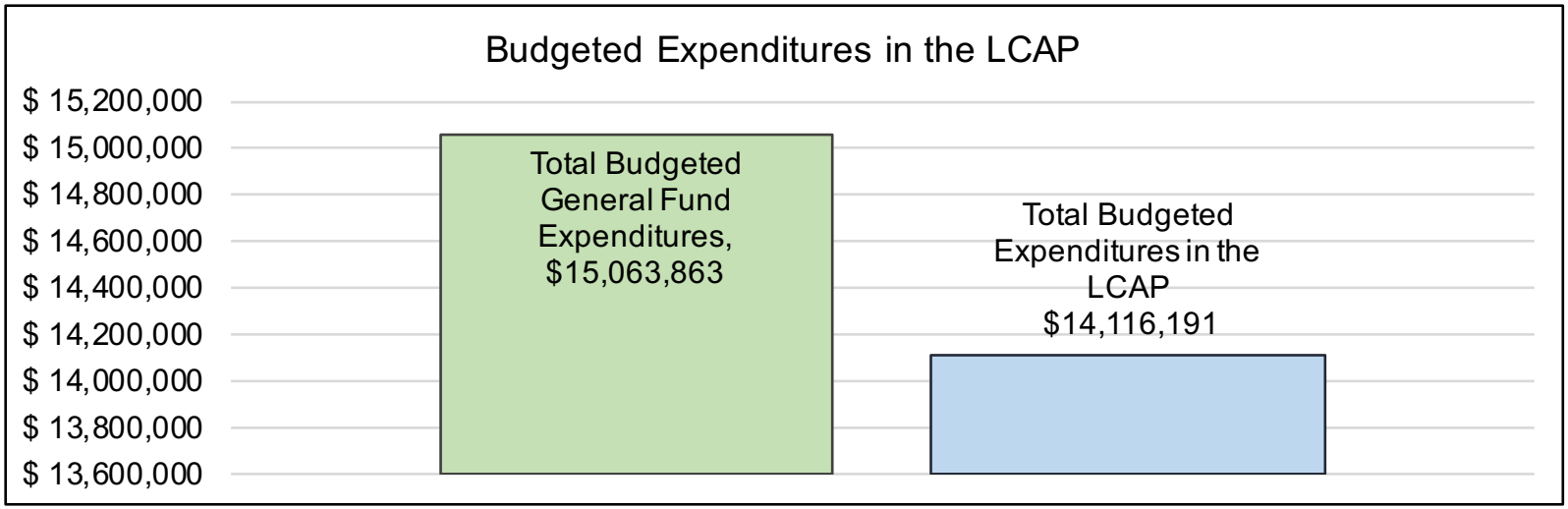
LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy is $15,144,658.49, of which $8,884,603.00 is Local Control Funding Formula (LCFF), $3,890,004.68 is other state funds, $850,280.38 is local funds, and $1,519,770.43 is federal funds. Of the $8,884,603.00 in LCFF Funds, $2,506,872.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo Charter Academy plans to spend $15,063,863.00 for the 2025-26 school year. Of that amount, $14,116,191.00 is tied to actions/services in the LCAP and $947,672.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

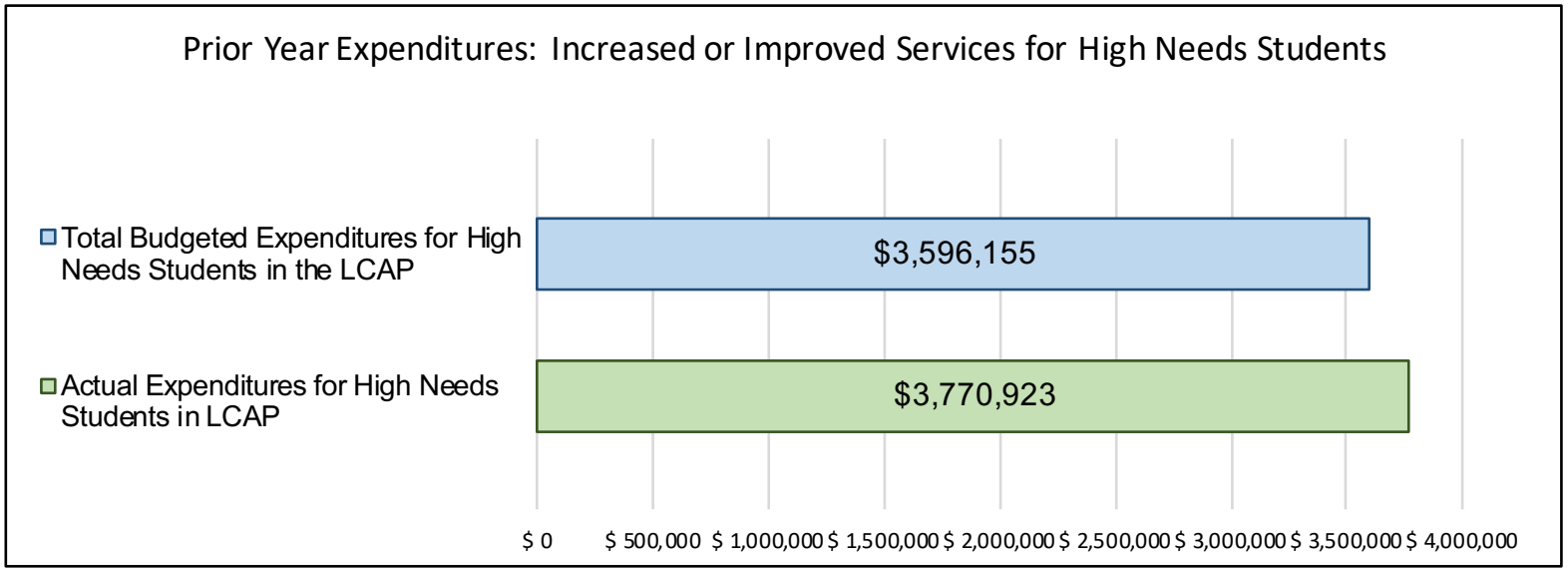
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Camino Nuevo Charter Academy is projecting it will receive $2,506,872.00 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 $3,602,189.47 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 2024-25



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 2024-25, Camino Nuevo Charter Academy's LCAP budgeted $3,596,155.11 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent $3,770,922.84 for actions to increase or improve services for high needs students in 2024-25.

Powered by BoardOnTrack

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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 601 students in grades TK-8, of which 67.9% are English Learners (EL), and 13.3% are students with disabilities (SWD). 99.5% of our students are socioeconomically disadvantaged, and 2.8% are homeless. 99.8% 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 awarded $7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding has allowed CNCA further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

CNCA is not eligible for Equity Multiplier funding. 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.

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 2024 California School Dashboard shows an increase in Chronic Absenteeism (Red), a small increase in suspension rate and small decline in English Learner progress (both Orange), and some continued challenges in CAASPP performance in English Language Arts (Orange), as well as on the California Science Test (CAST). Performance in Math, however, improved slightly (Yellow). CNCA's EL reclassification rate improved. Internal assessment data shows continued strong growth in both reading

and math on i-Ready, and school climate surveys show an increase in teacher satisfaction, but a small decline in student sense of safety and a maintained sense of belonging. Our middle school dropout rate remained at 0%.

Chronic Absenteeism increased by 9.5% to 14.3% chronically absent from last year's impressively low 4.8% rate. Despite this increase, chronic absenteeism at CNCA continues to be significantly below the state average of 18.6%. While three student groups were in Red (English Learners, Hispanic students, and Socioeconomically Disadvantaged), their absenteeism rates closely matched the schoolwide rate. Students with Disabilities (SWD, Orange) also closely matched the schoolwide rate. Two relative bright spots in the data were the comparatively lower absenteeism rates for Long-Term English Learners (LtELs) at 10.3% (Orange), and the 0% absenteeism rate for Homeless students, evidence of the school's efforts to make sure these students have appropriate transportation options and other supports. 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. The sense of school belonging has largely for our elementary school students at 70%, 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 25-26 LCAP.

We were able to maintain a low suspension rate of 1.3%, a slight increase from last year's rate of 1%, and well below the state rate of 3.2%. The only disproportionality was an increase in suspension rate for LtELs to 5.1%; however, given the low overall suspension rate, this slight disproportionality does not currently seem to be part of a broader trend. Hispanic and Socioeconomically Disadvantaged (SED) students matched the schoolwide rate, while English Learners (ELs) declined to 0.7%, and Students with Disabilities (SWD) declined to 1.2%. Homeless students had a 0% suspension rate.

English Learner Progress held relatively strong at 48.8%, a 3.7% decrease but above the state average of 45.7%. We also had 0% of students maintain ELPI Level 4, evidence of our work to reclassify these students as soon as they are ready. In addition, our EL reclassification rate improved from 9.7% to 12.4%.

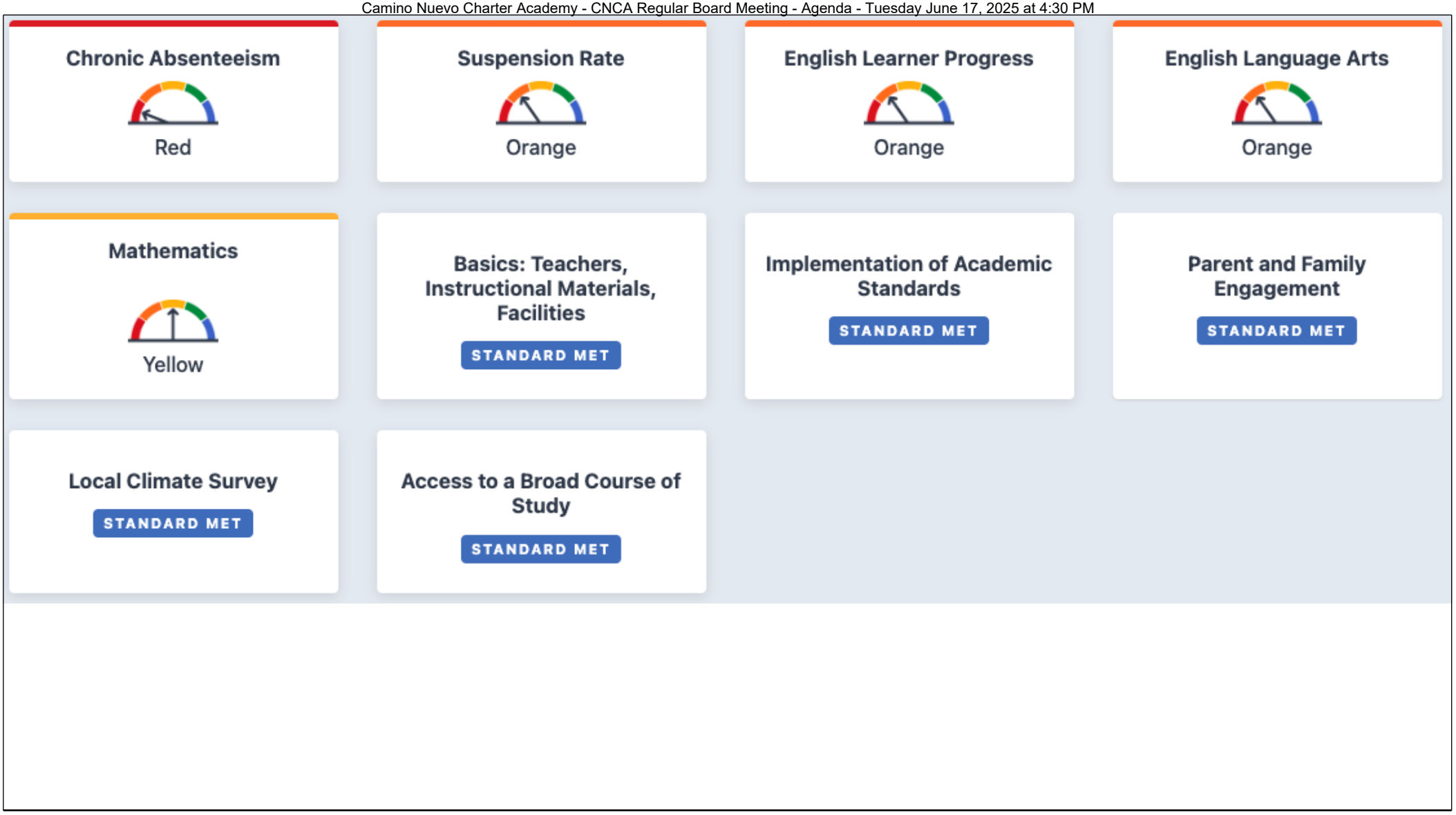
Performance in English Language Arts declined by 5.4 points to 41.1 points below standard; however, the percentage of students meeting/exceeding the standard actually increased slightly, from 34.5% to 37.2%. Declines were steeper for LtELs, who declined by 36.9 points to -87.1 DFS and SWD, who declined 19.5 points to -104.9 DFS. Smaller decreases of 5 points each were seen for ELs (-56.6 DFS), who also saw an increase in the percentage of students meeting/exceeding the standard to 16.3%; Hispanic students (-41.1 DFS), and SED students (-41.1 DFS). Remarkably, Homeless students achieved an average of 5.9 points above the standard, significantly exceeding the state average.

Performance in mathematics improved slightly (by 6.3 points), rising to 40.9 points below standard, and continuing to exceed the state average. ELs, Hispanic students, and SED students all saw increases of 5-6 points, with Hispanic and SED matching the schoolwide rate, and ELs achieving -52.4 DFS. LtELs increased by 3.3 points but still lag well behind at -106.5 DFS. Homeless students also excelled here, achieving +5.7 DFS. The only group that did not see an increase was SWD, where performance declined by 6.5 pts to -114.5 DFS.

On CAST, 14.2% of students met or exceeded the standard, which was a decline from the previous year and below the state average of 31%. 15% of 5th graders were successful on the test, while only 13% of 8th graders demonstrated mastery of the standards, a decline from 2023. 0% of ELs met or exceeded the standard for proficiency, down from 2.38% in 2023.

CNCA has $290,507.36 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. This funding will be used to support academic achievement for students as described in Goal 3, Action 3: Instructional Leadership and Support Staffing. LREBG funds will be used to provide teacher assistants in five classrooms, as well as partially funding two intervention teachers and our intervention coordinator. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes.

Note: CNCA did not have any Dashboard items or student groups at the lowest performance level in 2023, thus those items are not mentioned here as they are not applicable.



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

	before board approval in June. While we do not elect SBC student representatives due to our grade span, SBC 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Leadership, staff, and teachers expressed the benefit of maintaining goals and strategies year-over-year in order to build momentum and make true progress, and expressed frustration when new initiatives fell by the wayside. This has contributed to CNCA's decision to maintain the same goal and action structure for this year's LCAP.

Staff expressed that communication improved this year, an item addressed for progress last year in Goal 1, Action 3, which focused on relationship building and appropriate staffing for strong communication and will be maintained.

Teachers expressed appreciation for curriculum alignment in math (Goal 2, Action 1) and for the clarity and time devoted to professional development (Goal 3, Action 2).

While student sense of safety declined for elementary students, they also shared an appreciation for continuing and expanding much of the work in Goal 1, Action 2 - Student & Family Supports for Strong Community, with both middle and elementary students emphasizing continued desire for Spirit Days/Weeks, electives/specials, teacher support, recess and sports.

Teachers and staff also expressed the need for continued work on behavior interventions that both embrace CNCA's holistic approach and provide clarity and safety for everyone involved, a focus of both Goal 1, Action 3 and Goal 3, Action 2.

Students also appreciated the school's commitment to cleanliness and the playground improvements (Goal 1, Action 2).

All educational partners continued to emphasize the importance of retaining high quality staff (Goal 2, Action 2).

Students specifically noted the positive impact of computer access and technology (Goal 3, Action 1), and expressed a desire for more field trips (Goal 3, Action 1).

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 addressed 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.

2024 Dashboard data confirms this continued area of focus, as there were declines in attendance and chronic absenteeism, and a plateauing in student climate survey results.

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)	94.47% (2023-24)		94%+	Increase of 1.47%
2	Chronic Absenteeism	All: 4.8% EL: 2.9% SWD: 5.6% (2023 Dashboard)	All: 14.3% EL: 14.6% LtEL: 10.3% SWD: 14% Homeless: 0% (2024 Dashboard)		5% or less	All: Increase of 9.5% EL: Increase of 11.8% LtEL: Increase of 1.4% SWD: Increase of 8.4% Homeless: N/A
3	Middle School Dropout Rate	0% (2022-23)	0% (2023-24)		0%	No change.
4	Suspension Rate	All: 1% EL: 1.4% SWD: 3.3%	All: 1.3% EL: 0.7% LtEL: 5.1% SWD: 1.2% (2024 Dashboard)		<1%	All: Increase of 0.3% EL: Decline of 0.7% LtEL: Increase of 2.2% SWD: Decline of 2.2%

5	Expulsion Rate	0%	0% (2023-24)		0%	No change.
6	Facility Inspection Toolkit (FIT) Score	Good	Good (2023-24)		Good or better	No change.
7	Student Climate Survey: Sense of Safety	Grades 3-5: 50% Grades 6-8: 56% (Spring 2023, Panorama survey)	Grades 3-5: 44% Grades 6-8: 50% (Spring 2024, Panorama survey)		75%+	Grades 3-5: 6% decline Grades 6-8: 6% decline
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 72% Grades 6-8: 37% (Spring 2023, Panorama survey)	Grades 3-5: 70% Grades 6-8: 38% (Spring 2024, Panorama survey)		Grades 3-5: 75%+ Grades 6-8: 50%+	Grades 3-5: decline of 2% Grades 6-8: increase of 1%
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	89% (Winter 2023)	86% (Winter 2024)		90%+	Decline of 3%
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)	74% (Winter 2024)		75%+	Decline of 1%

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 (2024 Dashboard)		Met	No change

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.

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.

Additional funds were spent under Goal 1, Action 3 through the CCSPP, including a $750,000 payment to the Children's Institute. As the lead school for the grant in the CNCA network, we incurred the primary expenses for this grant, which benefited our students and the network as a whole.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, our actions have been largely effective in making progress toward our goal. Action 1, Effective Operations Management, has allowed us to maintain a 0% dropout rate, helped support our increase in school attendance, and continued to nurture our parent engagement. Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT Score and help contribute towards the sense of safety held by students and families. Action 3, Student & Family Supports for Strong Community, has been the primary driver of our increased attendance rate, and lower suspension rate for English Learners, Students with Disabilities, and Homeless students. While CNCA has not yet achieved the desired growth in survey responses about school safety and connectedness, there is recognition that these are long-term efforts and there are early indicators of success that can be built upon (like the improved attendance rate, even as chronic absenteeism increased somewhat).

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.

Wherever available, LtEL subgroup performance data is now included in our Goal 1 metrics. Similarly, Homeless student data has been included; it remains to be seen whether this population will stay large enough to report metrics on in future years.

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.	$1,558,695.00	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.	$553,981.00	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.	$1,454,714.00	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 addressed 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 (Spring 2024, determined by LAUSD Oversight Visit Report)		Met	No change.
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% (2024 Dashboard)		0%	No change.

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: 4 Next Generation Science Standards: 4 (2024 Local Indicator)		English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	No change for ELA, Math, and ELD. History and Science improved from a 3 rating to a 4.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)		100%	No change.
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Teachers: 60% Staff: 68% Leaders: 83%	Teachers: 74% Staff: 57% Leaders: 100% (Spring 2024, Panorama Survey)		All 75%+	Teachers: increase of 14% Staff: Decrease of 11% Leaders: Increase of 17%
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 (2024 Dashboard)		Met	No change.

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.

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 substantive differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions supporting Goal 2 were very effective. Action 1, Standards-Aligned Materials, allowed us to maintain 100% student access to standards-aligned instructional materials, and CNCA was able to strengthen its Standards Implementation from 3 - Initial Implementation to a rating of 4 - Full Implementation in both History and Science. ELD implementation, both Designated and Integrated, remained at 100%, and all students were able to access a Broad Course of Study. Action 2, High Quality Teachers and Leadership, further supported these results. Additionally, this action supported CNCA in meeting all teacher credentialing requirements, while significantly improving teacher and leadership sense of safety and connectedness.

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.

There are no significant changes being made in this area as it remains a stable and foundational component of our program.

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.	$67,655.00	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,	$3,227,217.00	No

		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. This action is funded in part with Title I and Title II funds.		

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 addressed 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.

The improvement in CAASPP Mathematics results and decline in CAASPP ELA and CAST results for 2024 show the importance of maintaining this area of focus.

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)	All: -41.1 DFS EL: -56.6 DFS LTEL: -87.1 DFS SWD: -104.9 DFS (2024 Dashboard)		Meet or exceed state average	All: Declined 5.5 points EL: Declined 4.6 points LtEL: Declined 36.9 points SWD: Declined 19.5 points
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)	All: 37.19% EL: 16.3% LTEL: 8.82% SWD: 10.16%		Meet or exceed state average	All: 2.68% increase EL: 8.8% increase LTEL: 6.56% decrease SWD: 5.97% decrease

3	CAASPP Performance in Math, measured by DFS	All: -47.1 DFS EL: -57.8 DFS SWD: -108 DFS (2022-23)	All: -40.9 EL: -52.4 LTEL: -106.5 SWD: -114.5 (2024 CA Dashboard)		Meet or exceed state average	All: Increase of 6.3 points EL: Increase of 5.4 points LTEL: Increase of 3.3 points SWD: Decline of 6.5 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 30.97% EL: 12.51% LTEL: 11.54% SWD: 12.9% (2022-23)	All: 33.33% EL: 14.67% LTEL: 11.76% SWD: 11.86% (2024 CAASPP Results)		Meet or exceed state average	All: 2.36% increase EL: 2.16% increase LTEL: 0.22% increase SWD: 1.04% decrease
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)	All: 14.17% EL: 0% SWD: 5.26% (2024 CAST Results)		Meet or exceed state average	All: 5.67% decrease EL: 2.38% decrease SWD: 0.62% decrease
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	52.5% (2023 Dashboard)	48.8% (2024 Dashboard)		Meet or exceed state average	Decline of 3.7%
7	EL Reclassification Rate	9.7% (2022-23)	12.4% (2023-24)		Meet or exceed state average	2.7% increase
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)	All: 66% EL: 67% SWD: 66%		55%+	All: 1% increase EL: 5% increase SWD: 4% decline

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)	All: 65% EL: 58% SWD: 58%		55%+	All: 2% increase EL: no change SWD: 2% decline

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While results were mixed, overall actions were generally effective in making progress towards the goal. Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing, helped support the growth that we saw in proficiency rates for CAASPP ELA and Math, particularly for ELs and SED students. It also contributed to the improved DFS averages we saw in CAASPP Math results, both schoolwide and for ELs and SED students. It also helped to maintain the growth that we have seen in i-Ready for math, and improvements in reading.
Action 4, the ELD Dual Language Program, supported both the progress of ELs in CAASPP ELA & Math proficiency rates and Math DFS averages for ELs, although LtELs did not perform as well. Similarly, while our ELPI rate declined slightly, no students who achieved 4 on the ELPAC failed to reclassify, and CNCA's reclassification rate improved to 12.4%.
Action 5, Special Education Program, has had the most mixed results so far. SWD continue to perform far below the school on CAASPP testing, and while their growth on i-Ready is close to schoolwide rates, it decline slightly in 23-24 results.
Action 6, Strong After-School Program, helped to reinforce all of the progress described above, as it reinforced this work beyond the school day for many of our students.

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.

DFS results for LtELs are now available, and have been added to our metrics reporting. Additionally, Action 5, our Special Education Program, is being strengthened to improve our approach to professional development in order to strengthen student results. Goal 3, Action 3 was revised to become an LREBG Action, as described below.

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.	$268,218.00	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. This action is partially funded with Title II funds.	$1,459,962.00	Yes
3	Instructional Leadership and Support Staffing	LREBG Action 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. LREBG funds will be used to provide teacher assistants in five classrooms, as well as partially funding two intervention teachers and our intervention coordinator. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG Funds supporting this action: $290,507.36	$1,308,671.00	Yes
4	ELD Dual Language Program	Our LTEL students are performing at the "Red" level for CAASPP ELA and the "Orange" level for CAASPP Mathematics on the 2024 CA School Dashboard; ELs as a group are performing one band higher for each (Orange for ELA and Yellow for Mathematics). We are seeing strong progress in English language acquisition for our LTELs, who performed at the "Blue" level for ELPI on the 2024 Dashboard, while ELs as a whole were at the "Orange" level.	$306,344.00	Yes

		We invest in the growth and success of our English Learners, including our long-term English Learners (LTELs), by ensuring professional development for staff in integrated and designated ELD, a strong EL curriculum to support language acquisition, 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, including the unique challenges of LTELs in mind.		
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.	$1,797,548.00	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.	$2,108,686.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,506,872.00	$290,626.00

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
39.31%	0.00%	$0.00	39.31%

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	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. For 23-24, EL chronic absenteeism increased by less than the schoolwide rate, but ultimately came to closely match it at 14.6% of ELs chronically absent, demonstrating the continued need for attention and intervention. LTELs showed a smaller increase than almost any other group (1.4%), demonstrating the positive impacts of these interventions further. 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. For 23-24, this trend continues with 14% of SED student chronically absent in alignment with 14.3% schoolwide. 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 in 22-23; for 23-24 that number declined to less than 50%. 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.	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.	Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.
Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6	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. Additionally, English Learners are currently lagging behind school-wide performance on	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.	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

	every academic metric: 22-23 Results - 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 23-24 Results - CAASPP English Language Arts: 15.5 point difference by DFS; 20.9% difference by meets/exceeds - CAASPP Mathematics: 11.5 point difference by DFS; 18.7% difference by meets/exceeds - CAST: 14.2% difference in meets/exceeds; 0 EL students met the standard. While LTEL performance did not significantly differ from overall EL performance in 22-23, they significantly underperformed in both ELA and Math results for 23-24, demonstrating the continued need for support for this student population in particular. 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 outside school	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. 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. 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.	

Goal 3, Action 4	In 22-23, CNCA saw our ELPI has hold strong while the EL reclassification rate decreased to 9.7%, showing that our students still need significant support to be ready to successfully reclassify. In 23-24, the ELPI rate declined slightly to 48.8%, but the EL reclassification rate increased to 12.4%. While progress is being made, there is clearly additional work to do to support the full EL population effectively. As discussed in the actions above, we continue to see the performance of English Learners, including LtELs, lag behind schoolwide performance.	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. 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	ELPI and EL reclassification rate, as well as EL subgroup process on all other metrics.

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

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

2025-2026 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 %)
2025-2026	$6,377,731.00	$2,506,872.00	39.31%	0.00%	39.31%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,563,528.00	$4,740,307.00	$0.00	$807,856.00	$14,111,691.00	$7,398,795.00	$6,712,896.00

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	$0	$1,558,695	$1,558,695	$0	$0	$0	$1,558,695	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$248,962	$305,019	$505,533	$48,448	$0	$0	$553,981	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$414,891	$1,039,823	$677,840	$776,874	$0	$0	$1,454,714	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$67,655	$67,655	$0	$0	$0	$67,655	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$3,171,964	$55,253	$2,724,522	$144,564	$0	$358,131	$3,227,217	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$0	$268,218	$168,218	$100,000	$0	$0	$268,218	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$26,149	$1,433,813	$1,447,337	$0	$0	$12,625	$1,459,962	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$1,308,671	$0	$960,773	$347,898	$0	$0	$1,308,671	0.00%
3	4	ELD Dual Language Program	All, English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	ongoing	$161,806	$144,538	$144,538	$161,806	$0	$0	$306,344	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,540,116	$257,432	$104,934	$1,692,614	$0	$0	$1,797,548	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$526,236	$1,582,450	$203,483	$1,468,103	$0	$437,100	$2,108,686	0.00%

2025-2026 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
$6,377,731.00	$2,506,872.00	39.31%	0.00% - No Carryover	39.31%	$3,602,189.00	0.00%	56.48%	**Total:**	$3,602,189.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$3,602,189.00

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	Low Income, Foster Youth, English learner (EL)	All Schools	$677,840.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$168,218.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,447,337.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$960,773.00	0.00%
3	4	ELD Dual Language Program	Yes	Schoolwide	English learner (EL)	All Schools	$144,538.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$203,483.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$13,927,385.00	$14,327,408.00

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	Effective Operations Management	No	$2,702,905.00	$1,814,609.00
1	2	Safe and Compliant Facility	No	$575,380.00	$624,980.00
1	3	Student & Family Supports for Strong Community	Yes	$608,809.00	$1,425,313.00
2	1	Standards-Aligned Instructional Materials	No	$26,757.00	$84,928.00
2	2	High-Quality Teachers and School Leadership	No	$3,222,707.00	$3,235,574.00
3	1	Differentiated Instructional Supports	Yes	$297,750.00	$317,655.00
3	2	Professional Development	Yes	$1,365,088.00	$1,566,783.00
3	3	Instructional Leadership and Support Staffing	Yes	$1,328,733.00	$1,247,287.00
3	4	ELD Dual Language Program	Yes	$301,575.00	$326,919.00
3	5	Special Education Program	No	$1,727,842.00	$1,521,991.00
3	6	Strong After-School Program	Yes	$1,769,839.00	$2,161,369.00

2024-2025 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)
$2,452,969.00	$3,596,155.00	$3,770,923.00	($174,768.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Student & Family Supports for Strong Community	Yes	$608,809.00	$654,095.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$191,750.00	$245,523.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,354,088.00	$1,536,408.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$936,450.00	$1,090,947.00	0.00%	0.00%
3	4	ELD Dual Language Program	Yes	$301,575.00	$136,960.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$106,990.00	0.00%	0.00%

2024-2025 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)
$6,244,059.00	$2,452,969.00	0.00%	39.28%	$3,770,923.00	0.00%	60.39%	$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:	$338,131.00	$32,625.00	$0.00	$0.00	$0.00	$437,100.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,558,695.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$553,981.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,454,714.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$67,655.00
2	2	High-Quality Teachers and School Leadership	$338,131.00	$20,000.00	$0.00	$0.00	$0.00	$0.00	$3,227,217.00
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$268,218.00

3	2	Professional Development	$0.00	$12,625.00	$0.00	$0.00	$0.00	$0.00	$1,459,962.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,308,671.00
3	4	ELD Dual Language Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$306,344.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,797,548.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$437,100.00	$2,108,686.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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:

(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) 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.

- 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2

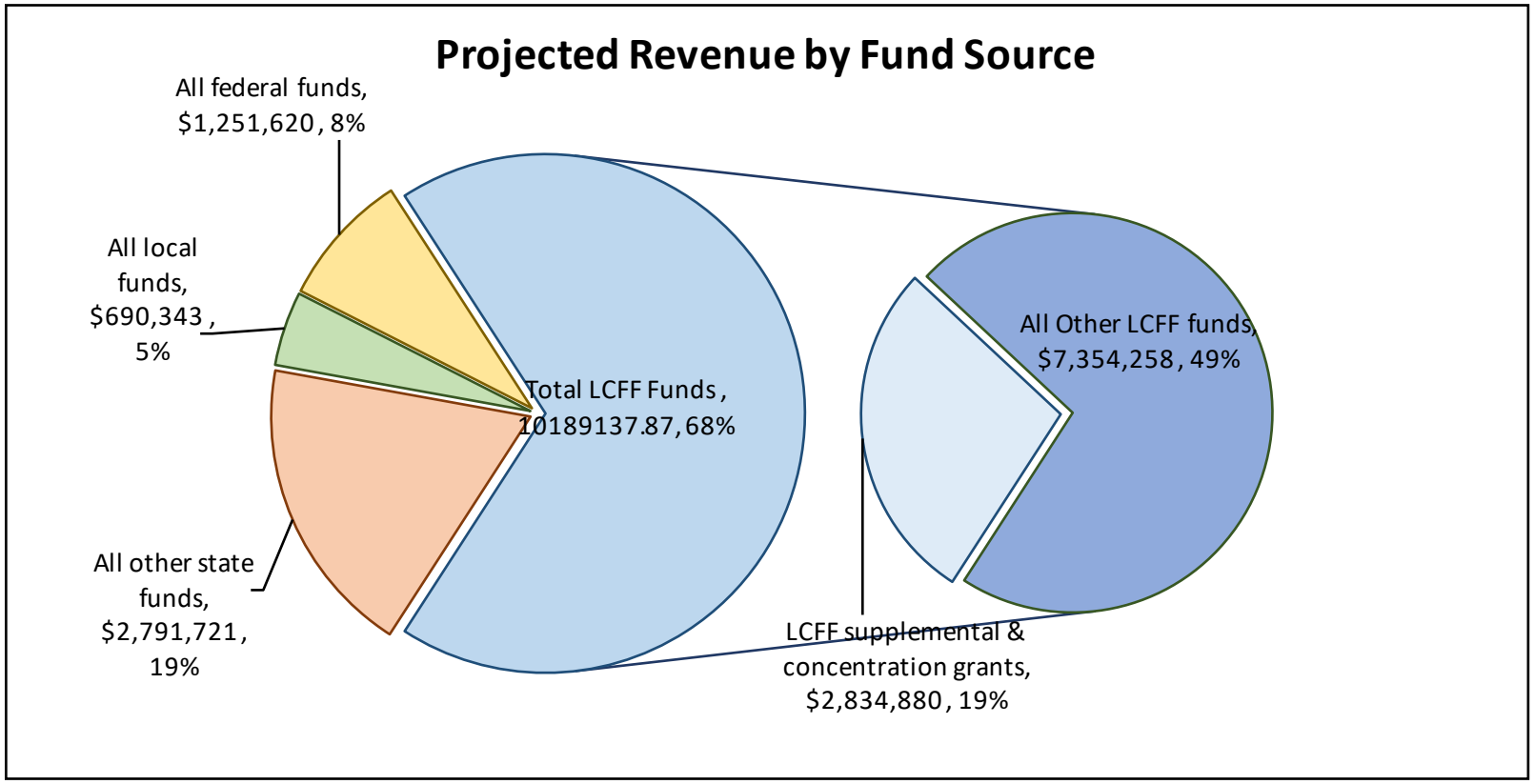
CDS Code: 19-64733-0122861

School Year: 2025-26

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 2025-26 School Year



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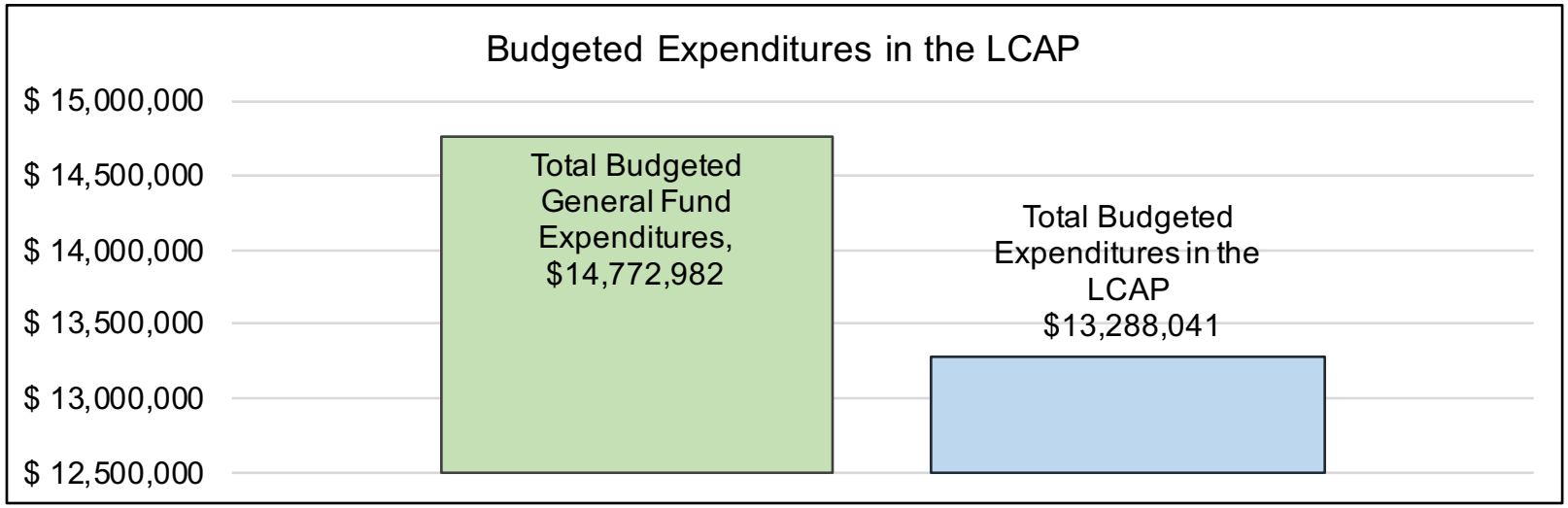
LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #2 is $14,922,821.67, of which $10,189,137.87 is Local Control Funding Formula (LCFF), $2,791,720.68 is other state funds, $690,342.73 is local funds, and $1,251,620.40 is federal funds. Of the $10,189,137.87 in LCFF Funds, $2,834,879.61 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy #2 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo Charter Academy #2 plans to spend $14,772,982.00 for the 2025-26 school year. Of that amount, $13,288,041.00 is tied to actions/services in the LCAP and $1,484,941.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

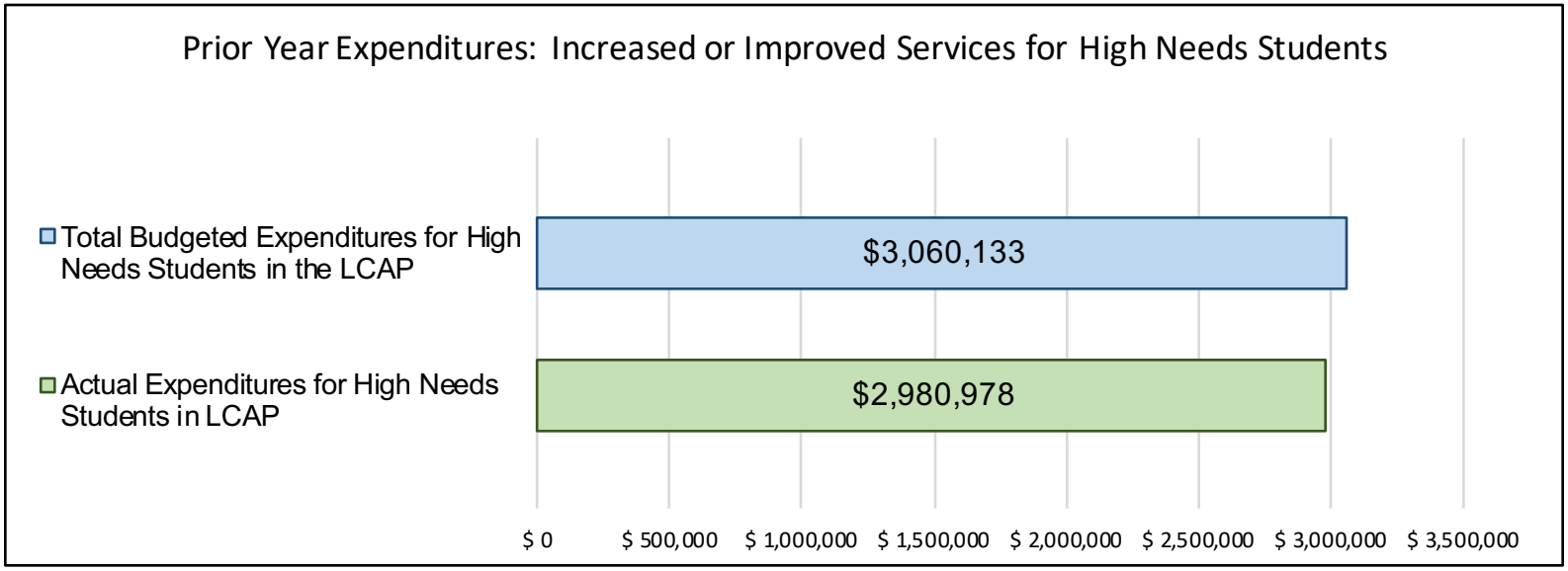
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Camino Nuevo Charter Academy #2 is projecting it will receive $2,834,879.61 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 $3,748,584.25 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 2024-25



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 2024-25, Camino Nuevo Charter Academy #2's LCAP budgeted $3,060,133.19 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #2 actually spent $2,980,978.48 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $79,154.71 had the following impact on Camino Nuevo Charter Academy #2's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. The school had higher usage of one-time funds to help cover planned services.

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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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 688 students in grades TK-8, of which 46.9% are English Learners (EL), and 20.1% are students with disabilities (SWD). 94% of our students are socioeconomically disadvantaged, and 3.6% 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.

CNCA2 is not eligible for Equity Multiplier funding. As a Title I School-Wide Program, CNCA2 uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document and meeting the educational partner engagement requirements as they apply to charter schools.

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 2024 Dashboard shows meaningful progress in Chronic Absenteeism (Yellow), a small decline in maintaining a low Suspension Rate (Orange), maintenance in English Learner Progress (Yellow), and some challenges in CAASPP performance in both English Language Arts and Mathematics (both Orange). On the California Science Test (CAST), results declined slightly from the previous year. Internal assessment data shows improved growth in both reading and math on i-Ready, and school climate surveys show strong family engagement and connection, with mixed results for student and teacher sense of connection and safety.

For Chronic Absenteeism, we achieved a decline of almost 10% to a chronic absenteeism rate of 27.4% schoolwide. No student groups were in Red this year. The rate for Hispanic students declined dramatically and now parallels the schoolwide rate--on the 2023 Dashboard, these students were identified in Red, the lowest-performing group, and continue to be addressed as part of Goal 1, Action 3. Students with Disabilities (SWD) improved even more than the school as a whole to an absenteeism rate of 32.9%. Similarly, absenteeism for English Learners decreased faster than for the school overall to a rate of 33.3%. LTELs performed significantly better as a group, with an absenteeism rate of 19%. Homeless student absenteeism improved by more than 20 points to 36%, but remains our highest absenteeism group. 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 2025-26, as outlined in Goal 1, Action 3. This action is supported in part through LREBG funds, which will go towards the cost of evidence-based mental health services, a well-established barrier to learning and a contributor to absenteeism rates for many of our students. This intervention should support school attendance, the first step towards academic progress for many of these students.

School climate data shows that families are deeply engaged, with 79% positively assessing the school climate, and a Family Engagement score of 77% on our Winter 2024 Panorama survey. While the sense of school belonging declined slightly for our elementary school students to 58%, middle school students are still experiencing disconnection, with only 27% 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 25-26 LCAP.

Despite an increase of 1.5%, we continued to maintain a low suspension rate of 2%, significantly lower than the state average of 3.2%. The rate for Hispanic students was 2.1%, for English Learners 1.6%, and for SWD 2%, all closely paralleling the school. Homeless students had a slightly higher rate of 4%, and LTEL students had the highest rate at 6.8%. Supporting these student populations through Goal 1, Action 3, is an important school priority.

English Learner Progress declined slightly to 48.6% of students making progress on ELPAC, exceeding the state rate of 45.7%. Virtually no students (0.4%) maintained ELPI level 4, a positive indicator that these students were ready to reclassify, and only 16.2% of students declined at least one ELPI level, the lowest we have ever achieved. There was a slight increase in students who maintained their ELPI level.

Performance in English Language Arts declined by 18.6 points to 69.5 points below standard, closely matching the performance of Hispanic and SED students. Performance for English Learners declined slightly less, going down 14.3 points to 96.8 points below standard. LTEL progress continued to be a further area of challenge, with 0% of these students meeting or exceeding the standard. SWD declined by 19.9 points 129.3 points below standard. Homeless student performance declined by 6.9 points to 77.9 points below standard.

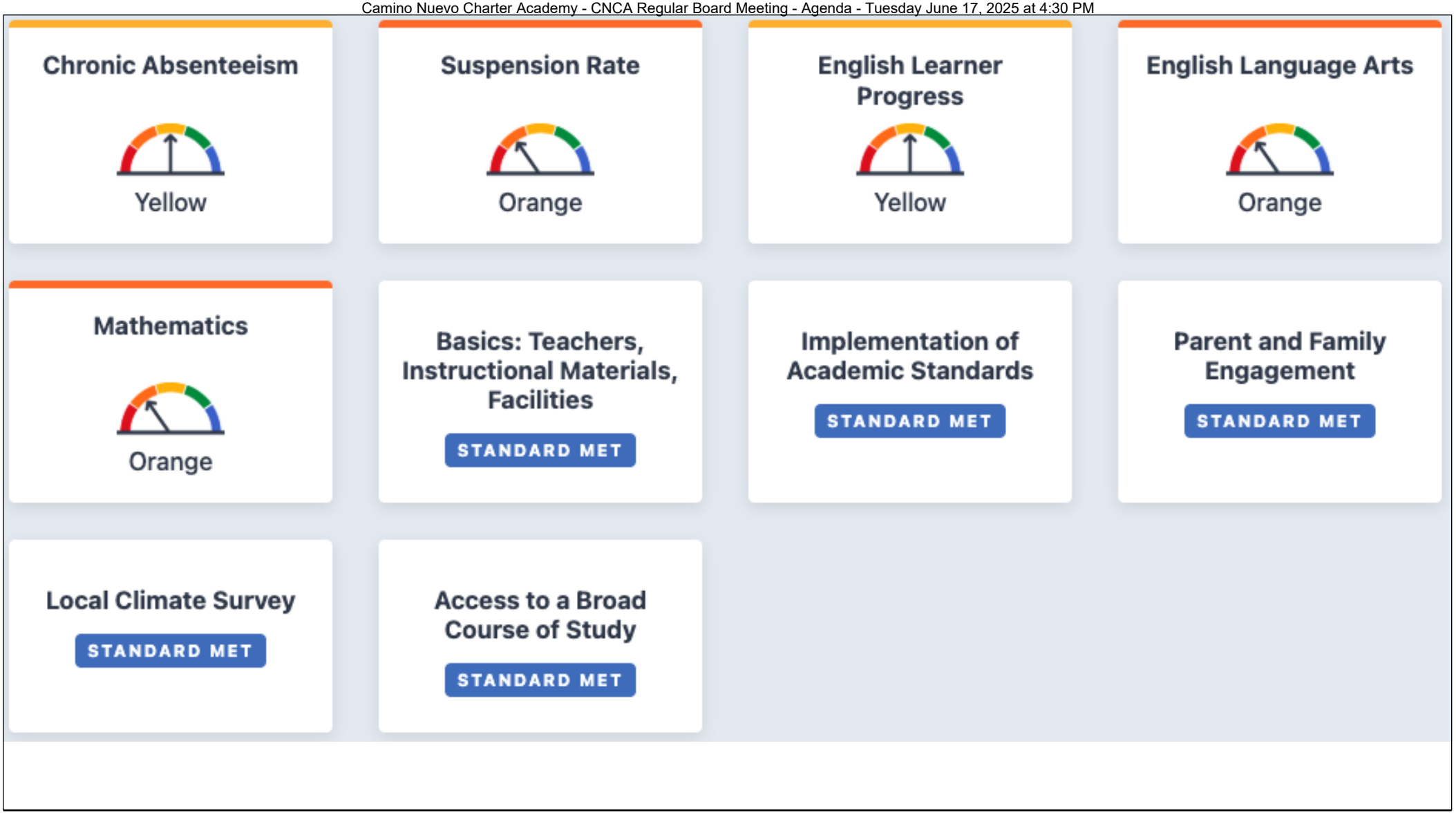
Performance in Mathematics declined by 4 points to 93.8 points below standard. While English Learners as a group slightly improved performance by 2.5 points to 105.9 points below standard, 0% of LTELs met or exceeded the standard, and average performance declined by 17.9 points to 190.3 points below standard. The performance of SWD increased slightly to 146.3 points below standard. All of these student groups were in Red on the 2024 Dashboard, along with Hispanic students who maintained performance and closely matched the school at 95.5 points below standard. The performance of Homeless students, however, improved by 32.4 points to 87.6 points below standard, above the state average.

On CAST, performance declined slightly to 15.61% of 5th and 8th grade students meeting or exceeding the standard. Performance for both ELs and SWD was significantly lower however, with only 2% and 6%, respectively, meeting or exceeding the standard.

The low-performing status for ELs and LTELs in math and English continues to be addressed by Goal 3, Action 1 and Goal 3, Action 4.

The following items were identified as Red on the 2023 Dashboard and remain an area of focus in the 25-26 LCAP as described below:
- CAASPP ELA performance for English Learners (remains Red): Addressed through Goal 3, Actions 1-4
- CAASPP Math performance for English Learners (remains Red: Addressed through Goal 3, Actions 1-4
- Hispanic students for Chronic Absenteeism (now Yellow): Addressed through Goal 1, Action 3

CNCA2 has $229,228.30 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. Funds will be spent in part towards Goal 1, Action 3, as described above, as well as to provide additional support for academic success through Goal 3, Action 3 and Goal 3, Action 4. These funds support additional TAs and an intervention teacher, and evidence-based EL curriculum. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Additionally, the support of a high-quality language acquisition curriculum is an essential learning support for the progress of our ELs and LTELs.



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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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)	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 academic success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships. 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. As a Title I School-Wide Program, the school 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. 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. 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. 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. 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.
Teachers and Staff	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. 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. Teachers and staff also complete multiple surveys annually, 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.
Students	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

	before board approval in June. While we do not elect SBC student representatives due to our grade span, SBC 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Families' top words in describing the school were "supportive," "clean," and "safe," which continue to be areas of priority supported through Goal 1, Action 2 and Goal 1, Action 3. They also expressed appreciation for the family supports and after school program, a continued priority (Goal 3, Action 6).

Teachers and staff appreciate the collaborative working environment, supported through retaining high-quality instructional staff and providing adequate support for collaborative time (teachers requested additional collaboration and planning time). Teachers and staff agreed that teacher retention needs to continue to be a focus (Goal 2, Action 2 and Goal 3, Action 3).

Students at all grade levels expressed desire for continued investment in sports, field trips, building a kind and respectful school culture, and time for recreation. They also expressed a desire for additional support for student behavior. All of these items are continued priorities in Goal 1, Action 3.

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 addressed 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.

2024 data shows that students rates of connection and safety remain low, even as other engagement measures begin to rebound.

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)	92.05% (23-24)		94%	Improved by 3.05%
2	Chronic Absenteeism	All: 37% SED: 37.3% EL: 44.9% SWD: 43.9% Homeless: 58.8% Hispanic: 46.2% Two or More Races: 31.5%	All: 27.4% SED: 28% EL: 33.3% LTEL: 19% SWD: 32.9% Homeless: 36% Hispanic: 27.5% 2+ Races: n/a (2024 Dashboard)		At or below state average	All: declined 9.6% SED: declined 9.3% EL: declined 11.5% LTEL: increased 6.3% SWD: declined 11% Homeless: declined 22.8% Hispanic: declined 18.7% 2+ Races: n/a

3	Middle School Dropout Rate	1.65% (22-23)	0.41% (23-24)		0%	declined by 1.24%
4	Suspension Rate	All: 0.6% EL: 0.6% SWD: 1.4% Homeless: 0% Hispanic: 0% Two or More Races: 0.9%	All: 2% EL: 1.6% LTEL: 6.8% SWD: 2% Homeless: 4% Hispanic: 2.1% (2024 Dashboard)		<1%	All: increased 1.5% EL: increased 1.1% LTEL: increased 3.4% SWD: increased 0.6% Homeless: increased 4% Hispanic: increased 2.1%
5	Expulsion Rate	0% (22-23)	0% (23-24)		<1%	No change
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)		Good or better	No change
7	Student Climate Survey: Sense of Safety	Grades 3-5: 53% Grades 6-8: 56% (Spring 2023, Panorama survey)	3-5: 48% 6-8: 51% (Spring 2024, Panorama survey)		75%+	Both grade spans declined by 5%
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 61% Grades 6-8: 26% (Spring 2023, Panorama survey)	3-5: 58% 6-8: 27% (Spring 2024, Panorama survey)		Grades 3-5: 75%+ Grades 6-8: 50%+	3-5: declined 3% 6-8: improved 1%
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	77% (Winter 2023)	79% (Winter 2024)		80%+	Improved 2%

10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)	77% (Winter 2024)		75%+	Improved 2%
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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, our actions have been largely effective in making progress toward our goal.

Action 1, Effective Operations Management, has allowed us to reduce our dropout rate to 0.41%, helped support our increase in school attendance, and continued to nurture our parent engagement.

Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT Score and help contribute towards the sense of safety held by families.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our increased attendance rate and reduced chronic absenteeism for all groups. While CNCA2 has not yet achieved the desired growth in survey responses about school safety and connectedness, there is recognition that these are long-term efforts and there are early indicators of success that can be built upon.

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.

Wherever available, LtEL subgroup performance data is now included in our Goal 1 metrics. Similarly, Homeless student data has been included; it remains to be seen whether this population will stay large enough to report metrics on in future years.

Goal 1, Action 3 was revised to become an LREBG Action, as described below.

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.	$824,961.00	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.	$321,935.00	No
3	Student & Family Supports for Strong Community	LREBG Action 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. This goal was developed in part to address the Red identification	$686,066.00	Yes

		for Hispanic students for Chronic Absenteeism on the 2023 Dashboard. In order to help address increased absenteeism rates for ELs, SWD, and Homeless students, LREBG funds will go towards the cost of evidence-based mental health services, a well-established barrier to learning and a contributor to absenteeism rates for many of our students. This intervention should support school attendance, the first step towards academic progress for many of these students. Metric being used to monitor the action: 1.2 - Chronic Absenteeism; 1.4 - Suspension Rate; 1.7 - Student Climate Survey: Sense of Safety; 1.8 - Student Climate Survey: Sense of School Belonging LREBG Funds supporting this action: $71,099.94		

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 addressed 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.

2024 data shows that a slim majority of teachers and staff view the school climate positively, and educational partner feedback continually emphasizes the importance of teacher retention.

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 (Spring 2024, determined by LAUSD Oversight Visit Report)		Met	No change
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% (2024 Dashboard)		0%	No change

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: 4 Next Generation Science Standards: 4 (2024 Local Indicator)		English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	ELA, Mathematics, and ELD maintained 5 rating. HSS and NGSS improved from 3 to 4 rating.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)		100%	No change
5	Teacher Climate Survey: Sense of Safety (measured by "School Climate" section of Panorama survey)	Teachers: 57% Staff: 50% (Spring 2023, Panorama Survey)	Teachers: 54% Staff: 41% Leaders: 50% (Spring 2024, Panorama Survey)		75%+	Teachers: declined 3% Staff: declined 9% Leaders: N/A
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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions supporting Goal 2 were very effective. Action 1, Standards-Aligned Materials, allowed us to maintain 100% student access to standards-aligned instructional materials, and CNCA2 was able to strengthen its Standards Implementation from 3 - Initial Implementation to a rating of 4 - Full Implementation in both History and Science. ELD implementation, both Designated and Integrated, remained at 100%, and all students were able to access a Broad Course of Study. Action 2, High Quality Teachers and Leadership, further supported these results. Additionally, this action supported CNCA2 in meeting all teacher credentialing requirements, although there was a decline in teacher assessment of school climate.

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.

There are no significant changes being made in this area as it remains a stable and foundational component of our program.

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.	$54,108.00	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	$3,219,567.00	No

		instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the school principal. This action is partially funded with Title I and Title II funding.		

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 addressed 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.

2024 academic data shows the continued urgency of this priority; while there were some proficiency increases in math, performance has declined in most areas.

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)	All: -69.5 DFS EL: -96.8 DFS LTEL: -125.9 DFS SWD: -129.3 DFS Homeless: -77.9 DFS Hispanic: -70.9 DFS (2024 Dashboard)		Meet or exceed state standard	All: declined 18.6 points EL: declined 14.3 points LTEL: declined 0.7 points SWD: declined 19.9 points Homeless: declined 6.9 points Hispanic: declined 15.1 points
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)	All: 22.08% EL: 1.83% LTEL: 0% SWD: 4.35% (2023-24)		Meet or exceed state standard	All: declined 6.56% EL: declined 2.23% LTEL: declined 2.38% SWD: declined 4.4%

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)	All: -93.8 DFS EL: -105.9 DFS LTEL: -190.3 DFS SWD: -146.3 DFS Homeless: -87.6 DFS Hispanic: -95.5 DFS (2024 Dashboard)		Meet or exceed state average	All: declined 4 points EL: Improved 2.5 points LTEL: declined 17.9 points SWD: improved 1.2 points Homeless: improved 32.4 points Hispanic: declined 0.4 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 15.03% EL: 3.01% LTEL: 0% SWD: 5% (2022-23)	All: 15.61% EL: 9.09% LTEL: 0% SWD: 6.52% (2023-24)		Meet or exceed state average	All: improved 0.58% EL: improved 6.08% LTEL: no change SWD: improved 1.52%
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 14.65% EL: 3.03% LTEL: N/A SWD: 4.76% (2022-23)	All: 12.34% EL: 2.17% LTEL: N/A SWD: 5.88% (2023-24)		Meet or exceed state average	All: declined 2.31% EL: declined 0.86% LTEL: N/A SWD: improved 1.12%
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	50.2% (2023 Dashboard)	46.8% (2024 Dashboard)		Meet or exceed state average	Declined by 3.4%
7	EL Reclassification Rate	18.4% (2022-23)	14.5% (2023-24)		Meet or exceed state average	Declined 3.9%
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)	All: 56% EL: 53% SWD: 53% (2023-24 i-Ready: % of students meeting growth expectations)		55%+ meeting growth expectations	All: improved 6% EL: improved 12% SWD: improved 9%

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)	All: 51% EL: 49% SWD: 48% (2023-24 i-Ready % of students meeting growth expectations)		55%+ meeting growth expectations	All: improved 1% EL: declined 3% SWD: declined 11%

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While results were mixed, overall actions were somewhat effective in making progress towards the goal.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing, helped support the growth that we saw in i-Ready reading performance, even as CAASPP ELA performance declined. The percentage of students meeting/exceeding standard on CAASPP Math improved schoolwide and we saw even larger gains for ELs and SWDs. CAASPP Math DFS averages, however, declined, and i-Ready math results were mixed.

Action 4, the ELD Dual Language Program largely maintained progress on ELPI and for reclassification, although both dipped slightly. Additionally, the increase in suspension rates for ELs and LTELs, as well as the low performance of both groups on CAASPP, suggest that continued investment here is needed.

Action 5, Special Education Program, has had the most mixed results so far. SWD continue to perform far below the school on CAASPP testing, and while their growth on i-Ready is close to schoolwide rates, it decline slightly in 23-24 results.

Action 6, Strong After-School Program, helped to reinforce all of the progress described above, as it reinforced this work beyond the school day for many of our students.

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.

Goal 3, Action 3 and Action 4 were revised to become LREBG Actions, as described below.

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. This goal was developed in part to support the Red designation for English Learners for CAASPP ELA and Math performance on the 2023 Dashboard.	$346,420.00	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. This action is partially funded with Title II funding. This goal was developed in part to support the Red designation for English Learners for CAASPP ELA and Math performance on the 2023 Dashboard.	$1,590,232.00	Yes
3	Instructional Leadership and Support Staffing	LREBG Action 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. This goal was developed in part to support the Red designation for English Learners for CAASPP ELA and Math performance on the 2023 Dashboard. LREBG funds will be used to provide two additional teacher assistants and a full-time intervention teacher. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Metric being used to monitor the action: 3.1 - 3.9	$1,309,249.00	Yes

		LREBG Funds supporting this action: $133,378.28		
4	ELD Program	LREBG Action We invest in the growth and success of our English Learners, including the unique needs of our Long-Term English Learners (LTELs) 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 language program in all grades. This action is partially funded with Title I funding. This goal was developed in part to support the Red designation for English Learners for CAASPP ELA and Math performance on the 2023 Dashboard. LREBG funds will be used to continue investments in the ARC curriculum, a research-based language acquisition program to support the progress of our ELs and LTELs. Metric being used to monitor the action: 3.6 and 3.7 LREBG Funds supporting this action: $24,750	$276,922.00	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.	$2,671,337.00	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.	$1,987,246.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,834,880.00	$336,310.00

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
38.55%	0.00%	$0.00	38.55%

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	2022-23 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%. 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. 2023-24 While attendance rates and Chronic Absenteeism rates have improved across the board, ELs still have a higher absenteeism rate than the school, as do Homeless students and SWD. An increase in suspension rates this year further demonstrates the ongoing need for support in this area.	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.	Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.
Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6	2022-23 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. Additionally, English Learners are currently lagging behind school-wide performance on every academic metric: - CAASPP English Language Arts: 32 point difference by DFS, 25% difference by % meets/exceeds	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. 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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

	- CAASPP Mathematics: 19 point difference by DFS, 12% difference by % meets/exceeds - CAST: 12% difference by % meets/exceeds 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. 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 2023-24 Unfortunately, the gaps described above have persisted and increased in some cases. 0% of LTELs met or exceeded the standard in ELA or Math on CAASPP. ELs continue to lag behind schoolwide performance.	techniques. 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. 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.	

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	2022-23 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. As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. 2023-24 The same patterns remain; ELPI and EL reclassification declined slightly this year.	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 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

2025-2026 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 %)
2025-2026	$7,354,258.00	$2,834,880.00	38.55%	0.00%	38.55%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,007,737.00	$4,638,848.00	$0.00	$641,458.00	$13,288,043.00	$7,771,297.00	$5,516,746.00

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	$0	$824,961	$824,961	$0	$0	$0	$824,961	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$172,526	$149,409	$246,722	$75,213	$0	$0	$321,935	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$360,007	$326,059	$562,470	$123,596	$0	$0	$686,066	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$54,108	$53,108	$1,000	$0	$0	$54,108	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$3,170,051	$49,516	$2,826,845	$110,753	$0	$281,969	$3,219,567	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$346,420	$154,520	$191,900	$0	$0	$346,420	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$57,922	$1,532,310	$1,578,515	$0	$0	$11,717	$1,590,232	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$1,309,249	$0	$1,047,681	$261,568	$0	$0	$1,309,249	0.00%
3	4	ELD Program	English learner (EL), All	Yes	Limited	English learner (EL)	All Schools	ongoing	$114,981	$161,941	$201,916	$66,180	$0	$8,826	$276,922	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$2,174,026	$497,311	$307,516	$2,363,821	$0	$0	$2,671,337	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$412,535	$1,574,711	$203,483	$1,444,817	$0	$338,946	$1,987,246	0.00%

2025-2026 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
$7,354,258.00	$2,834,880.00	38.55%	0.00% - No Carryover	38.55%	$3,748,585.00	0.00%	50.97%	**Total:**	$3,748,585.00
								LEA-wide Total:	
								Limited Total:	$201,916.00
								Schoolwide Total:	$3,546,669.00

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	$562,470.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$154,520.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,578,515.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,047,681.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$201,916.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$203,483.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$13,023,162.00	$12,757,971.00

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	Effective Operations Management	No	$1,620,732.00	$1,397,211.00
1	2	Safe and Compliant Facility	No	$399,523.00	$370,098.00
1	3	Student & Family Supports for Strong Community	Yes	$540,767.00	$514,710.00
2	1	Standards-Aligned Instructional Materials	No	$35,000.00	$57,065.00
2	2	High-Quality Teachers and School Leadership	No	$3,242,861.00	$3,102,340.00
3	1	Differentiated Instructional Supports	Yes	$247,618.00	$294,900.00
3	2	Professional Development	Yes	$1,450,111.00	$1,483,017.00
3	3	Instructional Leadership and Support Staffing	Yes	$795,396.00	$990,655.00
3	4	ELD Program	Yes	$175,411.00	$241,792.00
3	5	Special Education Program	No	$3,062,385.00	$2,459,940.00
3	6	Strong After-School Program	Yes	$1,453,358.00	$1,846,243.00

2024-2025 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)
$2,701,754.00	$3,060,134.00	$2,980,979.00	$79,155.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Student & Family Supports for Strong Community	Yes	$345,116.00	$283,531.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$240,234.00	$243,796.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,443,611.00	$1,454,045.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$708,279.00	$810,822.00	0.00%	0.00%
3	4	ELD Program	Yes	$119,411.00	$82,165.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$106,620.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$7,006,348.00	$2,701,754.00	0.00%	38.56%	$2,980,979.00	0.00%	42.55%	$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:	$260,795.00	$41,717.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$824,961.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$321,935.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$686,066.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$54,108.00
2	2	High-Quality Teachers and School Leadership	$251,969.00	$30,000.00	$0.00	$0.00	$0.00	$0.00	$3,219,567.00
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$346,420.00

3	2	Professional Development	$0.00	$11,717.00	$0.00	$0.00	$0.00	$0.00	$1,590,232.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,309,249.00
3	4	ELD Program	$8,826.00	$0.00	$0.00	$0.00	$0.00	$0.00	$276,922.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,671,337.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,987,246.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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:

(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) 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.

- 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Elementary #3

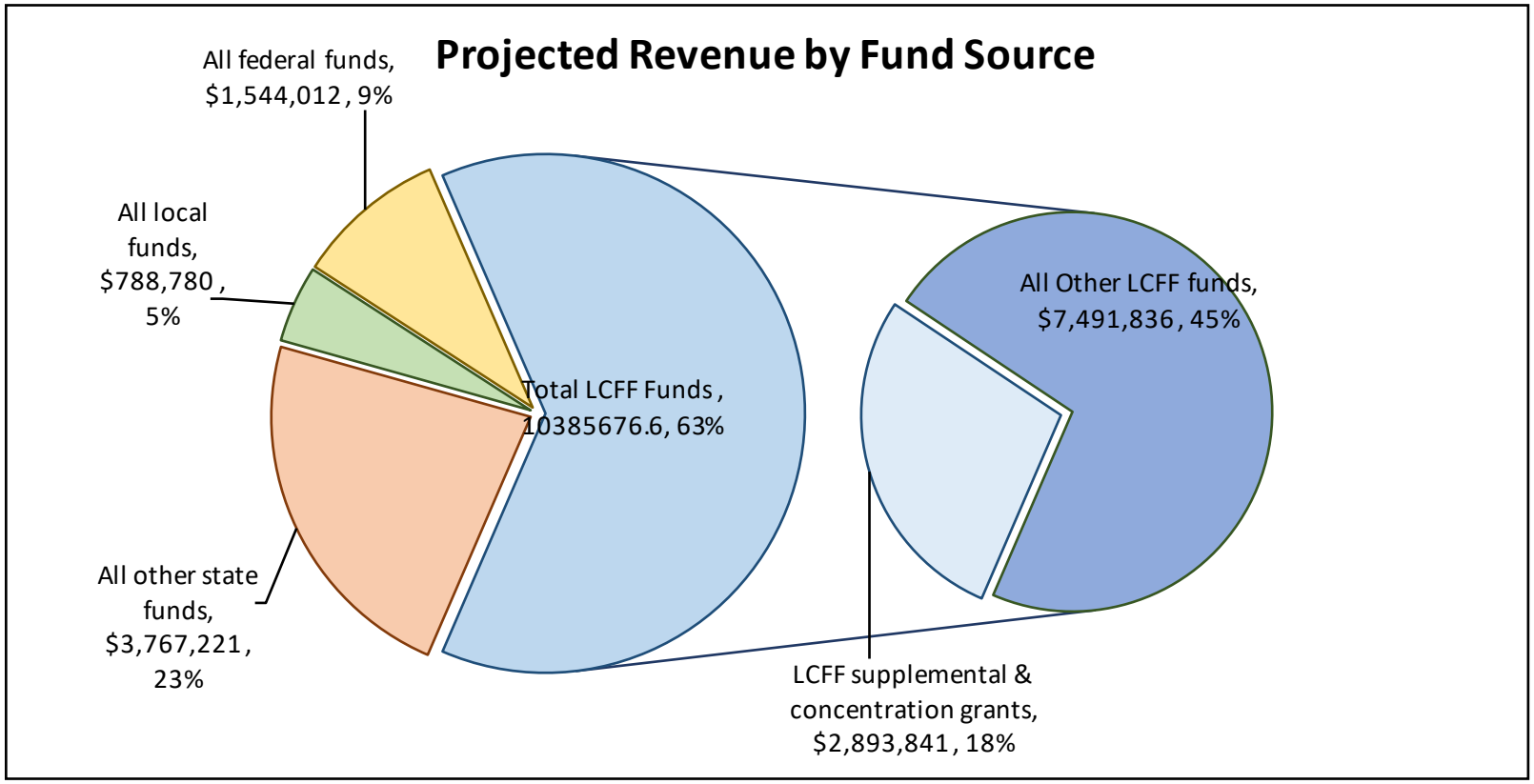
CDS Code: 19-64733-0122564

School Year: 2025-26

LEA contact information: Charles Miller, VP of Schools, (213) 417-3400, Charles.Miller@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 2025-26 School Year



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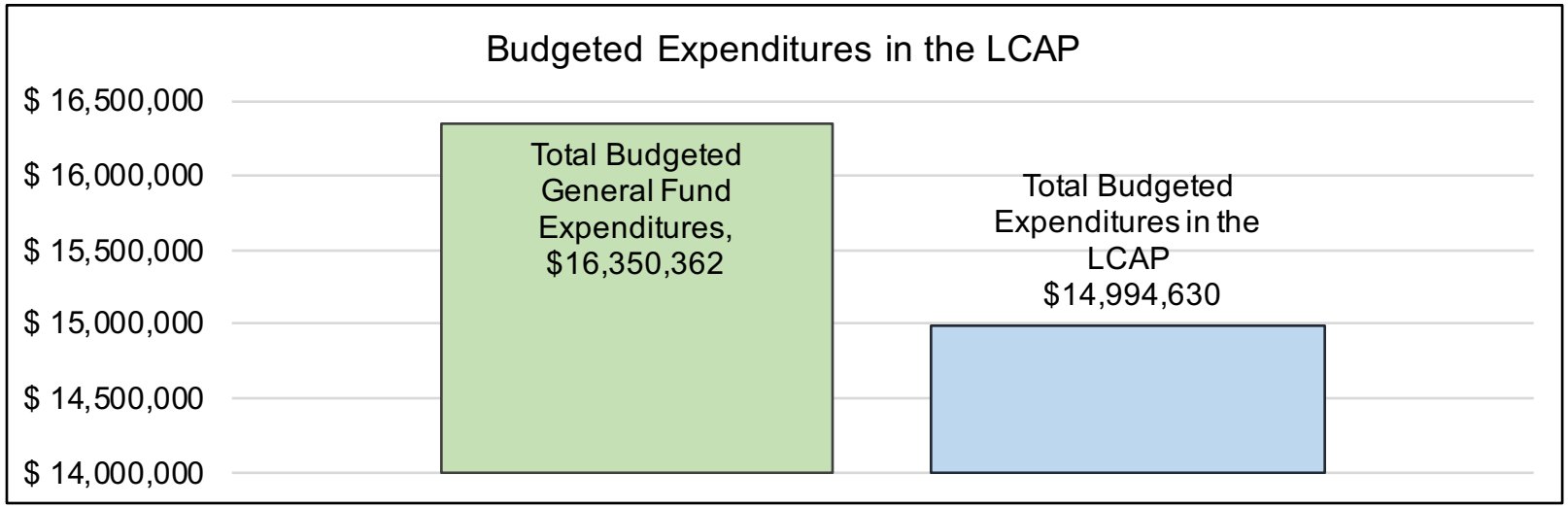
LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Elementary #3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Elementary #3 is $16,485,689.62, of which $10,385,676.60 is Local Control Funding Formula (LCFF), $3,767,221.21 is other state funds, $788,779.91 is local funds, and $1,544,011.90 is federal funds. Of the $10,385,676.60 in LCFF Funds, $2,893,840.66 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Elementary #3 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo Elementary #3 plans to spend $16,350,362.00 for the 2025-26 school year. Of that amount, $14,994,630.00 is tied to actions/services in the LCAP and $1,355,732.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

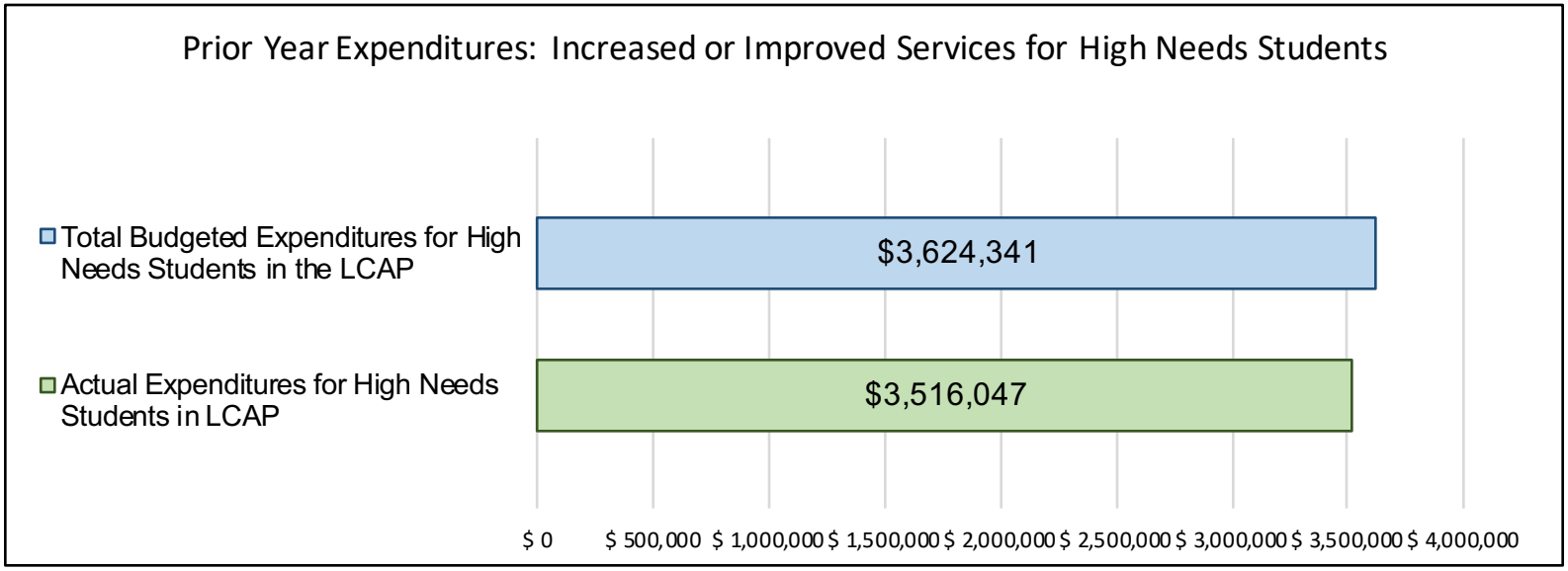
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Camino Nuevo Elementary #3 is projecting it will receive $2,893,840.66 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 $4,398,055.53 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 2024-25



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 2024-25, Camino Nuevo Elementary #3's LCAP budgeted $3,624,341.22 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent $3,516,046.94 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $108,294.28 had the following impact on Camino Nuevo Elementary #3's ability to increase or improve services for high needs students:

Funds for increased or improved services were fully expended even as actual planned expenditures with LCFF funds were less than budgeted because S&C funding was overallocated. Overall, actions and services for high needs students were delivered as intended, although the school was impacted by some operations staff turnover and vacancies.

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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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 710 students in grades TK-8, of which 52% are English Learners (EL), and 13.1% are students with disabilities (SWD). 99% of our students are socioeconomically disadvantaged.

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.

CNES3 is not eligible for Equity Multiplier funding. As a Title I School-Wide Program, CNES3 uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document and meeting the educational partner engagement requirements as they apply to charter schools.

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 2024 Dashboard shows a decline in Chronic Absenteeism (Yellow), a small increase in Suspension Rate (Orange), maintained strength in our English Learner Progress (Yellow), and an increase in both English Language Arts performance (Yellow), and Mathematics performance (Yellow). Performance on the California Science Test (CAST) improved overall and for subgroups. Internal assessment data shows consistent 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 30.6%. Absenteeism for Students with Disabilities (SWD) declined by 15% to 39.6%, a significant improvement. Long-Term English Learners (LTELs) absenteeism declined by 5.5% to 34.5%, while English Learners (EL) as a group declined by 10.1% to 31.5% chronically absent. Absenteeism for Hispanic students closely paralleled the schoolwide rate, declining by 10.3% to 30.7% chronically absent. Attendance and absenteeism will continue to be emphasized as part of our broader school culture efforts described in Goal 1, Action 3.

While our Suspension Rate increased by 1.2% to 1.7%, it remained well below the state average of 3.2%. ELs, Hispanic students, and SED students all saw a 1.2% increase in their suspension rate. LTELs had a suspension rate of 3.4%, a 1.4% increase, while SWD had a suspension rate of 3%, up from 0% in 22-23.

For English Learner Progress, we held virtually steady at 48.7% making progress and remained above the state average of 45.7%. EL reclassification rates are now calculated as a schoolwide rate rather than separating elementary and middle school; this year's reclassification rate was 13.5%.

For CAASPP English Language Arts, performance improved overall by 11.5 points to 40.1 points below standard, closely paralleled by Hispanic students and SED students. ELs improved by an even larger 17.4 points to 64 points below standard. LTELs improved by 14.6 points to 96.7 points below standard, while SWD improved more slowly, increasing 5.2 points to 139.8 points below standard.

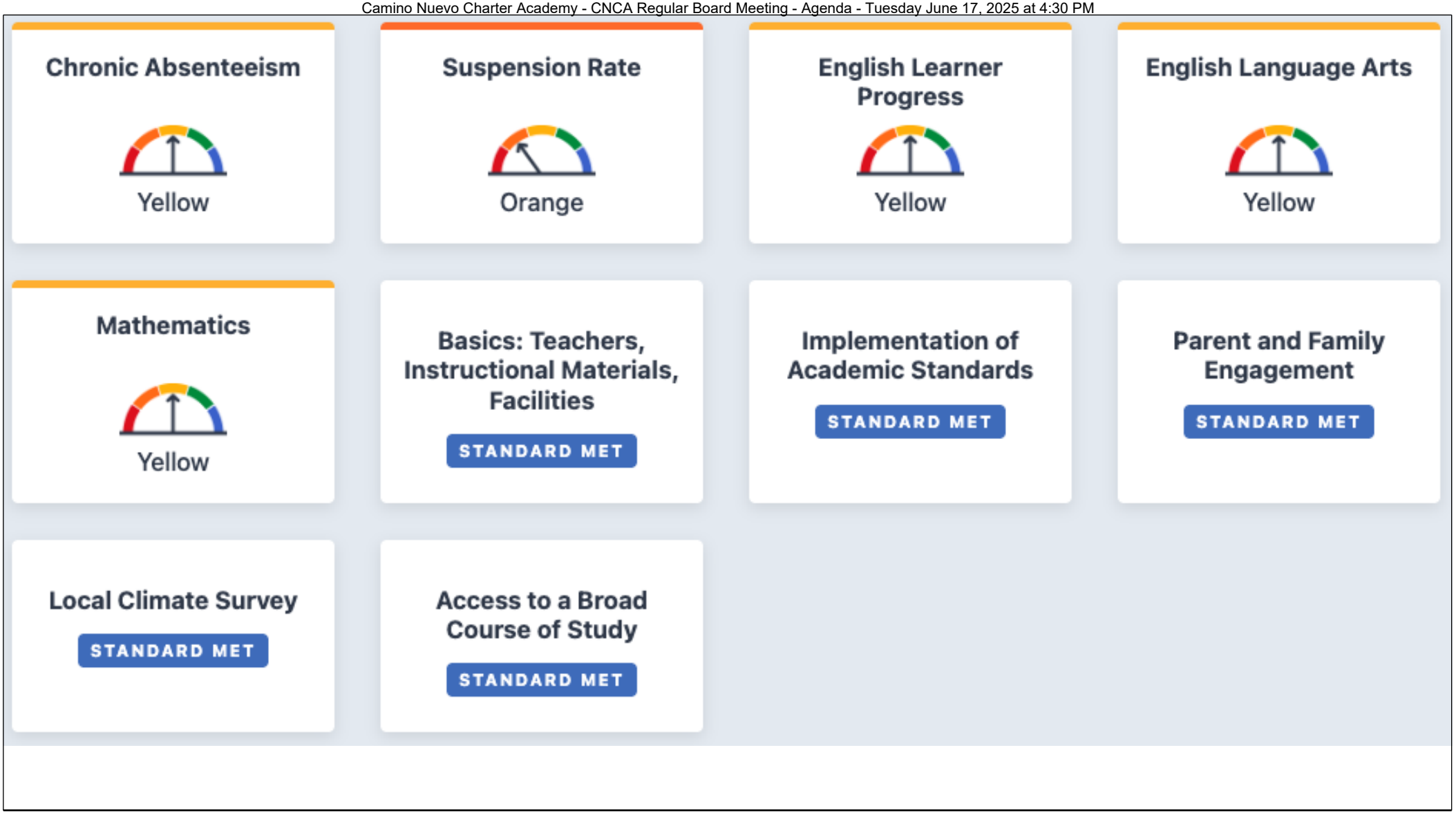
For CAASPP Mathematics, school-wide performance increased again, growing 16.1 points to 66.5 points below standard. LTELs increased by a remarkable 31.2 points to 136.1 points below standard; ELs as a group increased by 19 points to 82.6 points below standard. Hispanic and SED students both increased by 16 points to 65.7 points below standard and 66.6 points below standard respectively. SWD increased by 9.6 points to 137.8 points below standard.

On CAST, performance improved to 24% meeting or exceeding standards in 5th and 8th grade. EL performance increased from 1.9% to 4.3%, and 9% of SWD met the standard, up from 0% last year.

School climate data shows that families are deeply engaged, with 83% (K-5) and 78% (6-8) positively assessing the school climate, and a Family Engagement score of 80% for K-5 and 72% for 6-8 on our Winter 2023 Panorama survey. The sense of school belonging declined slightly for our elementary school students to 58%, with middle school students continuing to experience disconnection. Only 31% say 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 25-26 LCAP.

The following items were identified as Red on the 2023 Dashboard and remain an area of focus in the 25-26 LCAP as described below:
- ELA CAASPP Performance for ELs (now Yellow): Addressed through Goal 3, Actions 1-4
- ELA CAASPP Performance for SWD (now Orange): Addressed through Goal 3, Actions 1-3 and Action 5
- Math CAASPP Performance for ELs (now Yellow): Addressed through Goal 3, Actions 1-4

CNES3 has $420,429.03 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. Funds will be spent to support Goal 1, Action 3; Goal 3, Action 3; and Goal 3, Action 4. For Goal 1, Action 3, studies have shown that supportive mental health programming is an evidence-based approach to addressing barriers to learning. Given the continued high chronic absenteeism rates and low sense of student belonging, particularly for middle-school students, these investments remain critical. For Goal 3, Action 3, LREBG funds will be used to provide teacher assistants in four classrooms. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. For Goal 3, Action 4, LREBG Funds will be used to provide a full time ELD Learning Recovery Teacher, an allowable use of funds that both reduces staff-pupil ratios and provides an evidence-based support for our English Learners and LTELs.



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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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)	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 academic success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships. 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. As a Title I School-Wide Program, the school 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. 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. 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. 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. 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.
Teachers and Staff	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. 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. Teachers and staff also complete multiple surveys annually, 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.
Students	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

	before board approval in June. While we do not elect SBC student representatives due to our grade span, SBC 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Families described the school as supportive, clean, and safe, ongoing commitments enshrined in Goal 1, Action 2, and Goal 2, Action 3. They expressed appreciation for the after-school program (Goal 3, Action 6), as well as the college-preparatory and rigorous approach to learning for all students.

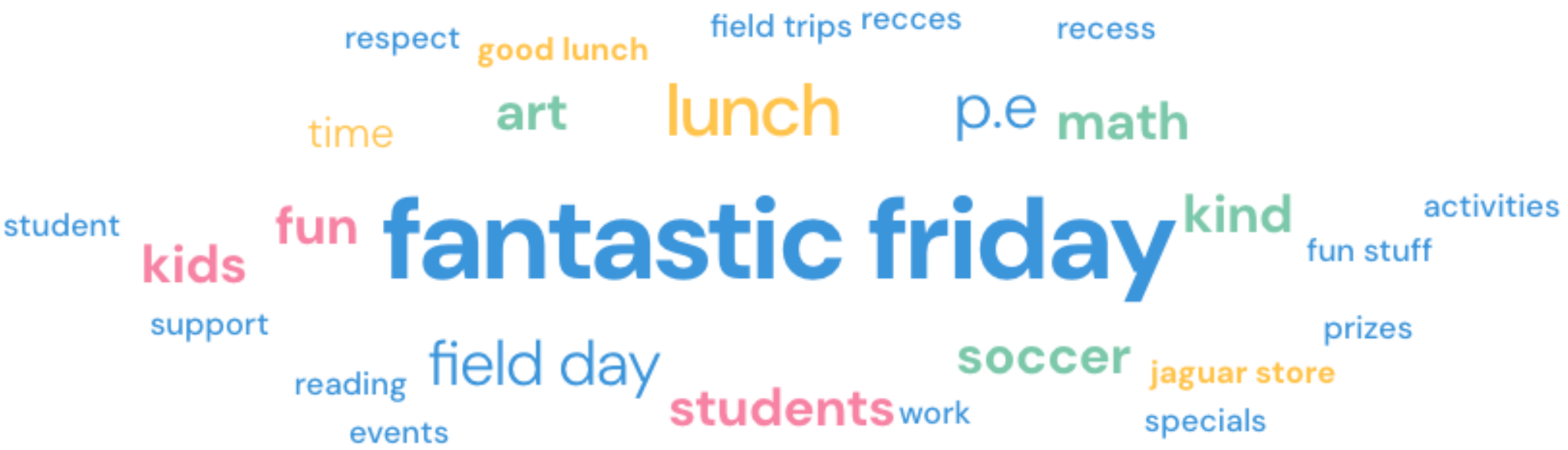
Teachers and staff appreciated collaboration and coaching opportunities, as well as differentiated PD from trained professionals, all ongoing commitments in Goal 3, Action 2 and 3.

Teachers and parents emphasized the importance of teacher retention, an ongoing priority in Goal 2, Action 2.

Elementary students emphasized the importance of a broad course of study, expressing appreciation for art, PE, math, reading, and specials in their feedback. This remains a priority in Goal 2, Action 1. Students wanted to keep celebratory traditions like Fantastic Friday, as well as field days and more field trips, key elements of community building in Goal 1, Action 3.

Middle school students expressed a desire for increased and expanded merit days and field trips, as well as other special activities and events. They appreciated these, as well as spirit weeks and school clubs. These priorities are important elements of Goal 1, Action 3.

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

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 addressed 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 2024 absenteeism rates have begun to decline, they are still well above historical averages, and student sense of belonging is well below our target. This remains a key priority for our school community.

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)	91.49% (23-24)		95%	2.99% increase
2	Chronic Absenteeism	All: 41.3% EL: 41.7% SWD: 54.5% Two or More Races: 34.4% Hispanic: 41%	All: 30.6% EL: 31.5% LTEL: 34.5% SWD: 39.6% 2+ Races: n/a Hispanic: 30.7%		At or below state average	All: declined 10.7% EL: declined 10.2% LTEL: declined 5.5% SWD: declined 15% 2+ Races: n/a Hispanic: declined 10.3%
3	Middle School Dropout Rate	0.25% (22-23)	0.13% (23-24)		0%	Declined by 0.12%
4	Suspension Rate	All: 0.5% EL: 0.2% SWD: 0% Two or More Races: 0% Hispanic: 0.5%	All: 1.7% EL: 1.4% LTEL: 3.4% SWD: 3% 2+ Races: n/a Hispanic: 1.7%		<1%	All: increased 1.2% EL: increased 1.2% LTEL: increased 1.4% SWD: increased 3% 2+ Races: n/a Hispanic: increased 1.2%
5	Expulsion Rate	0%	0%		<1%	No change

6	Facility Inspection Toolkit (FIT) Score	Good	Good		Good or better	No change.
7	Student Climate Survey: Sense of Safety	CAS: 43% EIS: 60% (Spring 2023, Panorama survey)	CAS: 48% EIS: 56% (Spring 2024, Panorama survey)		75%+	CAS: Improved by 5% EIS: declined by 4%
8	Student Climate Survey: Sense of School Belonging	CAS: 64% EIS: 30% (Spring 2023, Panorama survey)	CAS: 58% EIS: 31% (Spring 2024, Panorama survey)		CAS: 75%+ EIS: 50%+	CAS: Declined by 6% EIS: Improved by 1%
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	CAS: 83% EIS: 83% (Winter 2023)	CAS: 83% EIS: 78% (Winter 2024)		90%+	CAS: no change EIS: declined by 5%
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	CAS: 78% EIS: 70% (Winter 2023)	CAS: 80% EIS: 72% (Winter 2024)		75%+	Both improved by 2%

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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, our actions have been largely effective in making progress toward our goal.

Action 1, Effective Operations Management, has allowed us to reduce our dropout rate to 0.13%, helped support our increase in school attendance and decline in chronic absenteeism, and continued to nurture our parent engagement.

Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT Score and help contribute towards the sense of safety held by students and families.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our increased attendance rate and reduced absenteeism. While CNES 3 did see a slight increase in suspension rates and limited progress in student climate survey responses about school safety and connectedness, there is recognition that these are long-term efforts and there are early indicators of success that can be built upon.

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.

Wherever available, LtEL subgroup performance data is now included in our Goal 1 metrics. Goal 1, Action has been revised to become an LREBG Action, as described below.

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.	$1,028,110.00	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.	$442,726.00	No
3	Student & Family Supports for Strong Community	LREBG Action 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. Studies have shown that supportive mental health programming is an evidence-based approach to addressing barriers to learning. Given the continued high chronic absenteeism rates and low sense of student belonging, particularly for middle-school students, these investments remain critical. Metrics being used to monitor the action: 1.2 - Chronic Absenteeism, 1.4 - Suspension Rate, 1.7 - Student Sense of Safety, 1.8 - Student Sense of School Belonging	$832,630.00	Yes

		LREBG Funds supporting this action: $173,229		

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 addressed 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.

In 2025, teacher retention remains a top priority and concern for teachers and staff as well as families.

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 (Spring 2024, determined by LAUSD Oversight Visit Report)		Met	No change
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% (2024 Dashboard)		0%	No change

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: 4 Next Generation Science Standards: 4 (2024 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% (2023-24)		100%	No change
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% (Spring 2023)	CAS Teachers: 45% Staff: 38% Leaders: 30% EIS Teachers: 75% Staff: 59% (Spring 2024)		All 75%+	CAS: results declined by 8% for teachers, 16% for staff, and 10% for leaders EIS: results declined by 14% for teachers and 21% for staff
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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions supporting Goal 2 were very effective. Action 1, Standards-Aligned Materials, allowed us to maintain 100% student access to standards-aligned instructional materials, and CNES3 was able to strengthen its Standards Implementation from 3 - Initial Implementation to a rating of 4 - Full Implementation in both History and Science. ELD implementation, both Designated and Integrated, remained at 100%, and all students were able to access a Broad Course of Study. Action 2, High Quality Teachers and Leadership, further supported these results. Additionally, this action supported CNES3 in meeting all teacher credentialing requirements, although there was a decline in teacher assessment of school climate.

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.

There are no significant changes being made in this area as it remains a stable and foundational component of our program.

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.	$54,766.00	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,	$3,853,709.00	No

		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. This action is partly funded through Title I and Title II funding.		

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 addressed 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.

While 2024 CAASPP results show promising increases, there remain alarming discrepancies between the performance of different student groups, and overall performance lags behind the state. Continued investments are clearly needed.

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)	All: -40.1 DFS EL: -64 DFS LTEL: -96.7 DFS SWD: -139.8 DFS Hispanic: -39.2 DFS (2024 Dashboard)		Meet or exceed state average	All: increased 11.5 points EL: increased 17.4 points LTEL: increased 14.6 points SWD: increased 5.2 points Hispanic: increased 10.6 points
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)	All: 39.61% EL: 14.36% LTEL: 3.13% SWD: 9.52% (2023-24)		Meet or exceed state average	All: increased by 9.55% EL: increased by 10.29% LTEL: increased by 3.13% SWD: increased by 7.98%

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)	All: -66.5 DFS EL: -82.6 DFS LTEL: -136.1 DFS SWD: -137.8 DFS Hispanic: -65.7 DFS (2024 Dashboard)		Meet or exceed state average	All: increased 16.1 points EL: increased 19 points LTEL: increased 31.2 points SWD: increased 9.6 points Hispanic: increased 16.2 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 18.51% EL: 7.14% LTEL: 0% SWD: 1.54% (2022-23)	All: 25.1% EL: 11.06% LTEL: 3.13% SWD: 1.59% (2023-24)		Meet or exceed state average	All: increased by 6.59% EL: increased by 3.92% LTEL: increased by 3.13% SWD: increased by 0.04%
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)	All: 24.12% EL: 4.29% SWD: 9.09% (2023-24)		Meet or exceed state average	All: increased by 2.85% EL: increased by 2.37% SWD: increased by 9.09%
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49.1% (2023 Dashboard)	48.7% (2024 Dashboard)		Meet or exceed state average	Declined by 0.4%
7	EL Reclassification Rate	CAS: 6.6% EIS: 33.3% (2022-23)	13.5% (2023-24)		Meet or exceed state average	The total school calculation represents an increase for CAS and a decrease for EIS.

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)	All: 68% ELs: 64% SWDs: 60% (2023-24 i-Ready: % of students meeting growth expectations)		55%+	This combined school performance shows an increase for CAS and a decrease for EIS.
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)	All: 56% ELs: 48% SWDs: 50% (2023-24 i-Ready % of students meeting growth expectations)		55%+	This combined schoolwide performance shows a decline for both CAS and EIS.

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While results were mixed, overall actions were generally effective in making progress towards the goal.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing, helped support the growth that we saw in proficiency rates and DFS averages for CAASPP ELA and Math, particularly for ELs, LTELs, and SWDs. It also helped to maintain the growth that we have seen in i-Ready for math, and improvements in reading.

Action 4, the ELD Dual Language Program, supported both the progress of ELs and LTELs in CAASPP ELA & Math proficiency rates and DFS averages. Similarly, while our ELPI rate declined slightly, only 1.4% of students who achieved 4 on the ELPAC failed to reclassify, and 50% of LTELs made adequate progress.

Action 5, Special Education Program, led to growth in both ELA and mathematics for SWD. That growth, however, was slower than our schoolwide progress, and our special education program continues to be an area of focus.

Action 6, Strong After-School Program, helped to reinforce all of the progress described above, as it reinforced this work beyond the school day for many of our students.

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.

DFS results for LtELs are now available, and have been added to our metrics reporting. Additionally, Action 5, our Special Education Program, is being strengthened to improve our approach to professional development in order to strengthen student results.

Goal 3, Actions 3 and 4 have been revised to become LREBG Actions as described below.

Finally, in order to better assess CNES3 as a unified school, data for reclassification rates and i-Ready has been shifted to a whole school metric.

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. This goal was developed in part to address the Red identification for English Learners and Students with Disabilities for CAASPP ELA and Math performance on the 2023 Dashboard.	$272,068.00	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	$1,694,571.00	Yes

		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. This action is partially funded with Title II funds. This goal was developed in part to address the Red identification for English Learners and Students with Disabilities for CAASPP ELA and Math performance on the 2023 Dashboard.		
3	Instructional Leadership and Support Staffing	LREBG Action 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. This action is partially funded with Title I funds. This goal was developed in part to address the Red identification for English Learners and Students with Disabilities for CAASPP ELA and Math performance on the 2023 Dashboard. LREBG funds will be used to provide teacher assistants in four classrooms. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Similarly, academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG Funds supporting this action: $126,163.65	$1,911,477.00	Yes
4	ELD Program	LREBG Action We invest in the growth and success of our English Learners, including the unique needs of our Long-Term 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 language program in all grades. This goal was developed in part to address the Red identification for English Learners for CAASPP ELA and Math performance on the 2023 Dashboard. LREBG Funds will be used to provide a full time ELD Learning Recovery Teacher, an allowable use of funds that both reduces staff-pupil ratios and provides an evidence-based support for our English Learners and LTELs. Metrics being used to monitor this action: 3.6 and 3.7 LREBG Funds supporting this action: $121,036.02	$357,487.00	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. This goal was developed in part to address the Red identification for Students with Disabilities for CAASPP ELA performance on the 2023 Dashboard.	$2,060,010.00	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.	$2,487,076.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,893,841.00	$342,541.00

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
38.63%	0.00%	$0.00	38.63%

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	2022-23 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. 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. 2023-24 While progress has been made, the gaps between ELs and LTELs and the schoolwide absenteeism rate have actually expanded. Similarly, LTELs experienced a suspension rate of 3.4%, compared to 1.7% schoolwide.	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.	Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.
Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6	2022-23 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. Additionally, English Learners are currently lagging behind school-wide performance on every academic metric: - CAASPP English Language Arts: 30 point difference by DFS, 26% difference by % meets/exceeds	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. 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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

	- CAASPP Mathematics: 19 point difference by DFS, 11% difference by % meets/exceeds - CAST: 19% difference by % meets/exceeds LTEL performance lags even farther behind, with 0% of these students demonstrating proficiency on CAASPP ELA and Mathematics. 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 2023-24 While scores improved across the board, and ELs and LTELs often improved more dramatically than the school as a whole, large gaps remain between schoolwide performance and that of ELs and LTELs. Schoolwide performance is directly aligned with performance of SED students, and continues to lag well behind the state average.	techniques. 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. 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.	

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	2022-23 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. As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. 2023-24 ELPI and reclassification rates held largely constant, and the gaps described above in academic performance have improved but remain.	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 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

2025-2026 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 %)
2025-2026	$7,491,836.00	$2,893,841.00	38.63%	0.00%	38.63%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$9,338,157.00	$4,825,957.00	$0.00	$830,516.00	$14,994,630.00	$8,997,267.00	$5,997,363.00

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	$0	$1,028,110	$1,028,110	$0	$0	$0	$1,028,110	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$252,575	$190,151	$244,745	$197,981	$0	$0	$442,726	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$579,574	$253,056	$627,585	$205,045	$0	$0	$832,630	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$54,766	$54,766	$0	$0	$0	$54,766	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$3,756,107	$97,602	$3,354,142	$192,928	$0	$306,639	$3,853,709	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$272,068	$211,968	$60,100	$0	$0	$272,068	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$60,718	$1,633,853	$1,662,004	$7,380	$0	$25,187	$1,694,571	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$1,911,477	$0	$1,500,726	$349,162	$0	$61,589	$1,911,477	0.00%
3	4	ELD Program	English learner (EL), All	Yes	Limited	English learner (EL)	All Schools	ongoing	$165,199	$192,288	$192,288	$165,199	$0	$0	$357,487	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,687,793	$372,217	$258,340	$1,801,670	$0	$0	$2,060,010	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$583,824	$1,903,252	$203,483	$1,846,492	$0	$437,101	$2,487,076	0.00%

2025-2026 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
$7,491,836.00	$2,893,841.00	38.63%	0.00% - No Carryover	38.63%	$4,398,054.00	0.00%	58.70%	**Total:**	$4,398,054.00
								LEA-wide Total:	
								Limited Total:	$192,288.00
								Schoolwide Total:	$4,205,766.00

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	Low Income, Foster Youth, English learner (EL)	All Schools	$627,585.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$211,968.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,662,004.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,500,726.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$192,288.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$203,483.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$14,855,881.00	$13,808,288.00

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	Effective Operations Management	No	$2,429,435.00	$1,960,537.00
1	2	Safe and Compliant Facility	No	$487,844.00	$501,776.00
1	3	Student & Family Supports for Strong Community	Yes	$777,703.00	$485,960.00
2	1	Standards-Aligned Instructional Materials	No	$34,200.00	$49,890.00
2	2	High-Quality Teachers and School Leadership	No	$3,835,762.00	$3,412,021.00
3	1	Differentiated Instructional Supports	Yes	$341,803.00	$302,061.00
3	2	Professional Development	Yes	$1,518,883.00	$1,617,392.00
3	3	Instructional Leadership and Support Staffing	Yes	$1,165,310.00	$1,480,400.00
3	4	ELD Program	Yes	$251,277.00	$335,002.00
3	5	Special Education Program	No	$2,147,380.00	$1,604,280.00
3	6	Strong After-School Program	Yes	$1,866,284.00	$2,058,969.00

2024-2025 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)
$2,825,118.00	$3,624,341.00	$3,516,046.00	$108,295.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Student & Family Supports for Strong Community	Yes	$586,747.00	$346,945.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$239,670.00	$245,853.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,518,383.00	$1,588,879.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$985,695.00	$1,152,015.00	0.00%	0.00%
3	4	ELD Program	Yes	$90,363.00	$125,157.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$57,197.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$7,438,100.00	$2,825,118.00	0.00%	37.98%	$3,516,046.00	0.00%	47.27%	$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:	$338,228.00	$55,187.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,028,110.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$442,726.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$832,630.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$54,766.00
2	2	High-Quality Teachers and School Leadership	$276,639.00	$30,000.00	$0.00	$0.00	$0.00	$0.00	$3,853,709.00
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$272,068.00

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3	2	Professional Development	$0.00	$25,187.00	$0.00	$0.00	$0.00	$0.00	$1,694,571.00
3	3	Instructional Leadership and Support Staffing	$61,589.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,911,477.00
3	4	ELD Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$357,487.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,060,010.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,487,076.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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:

(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) 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.

- 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4

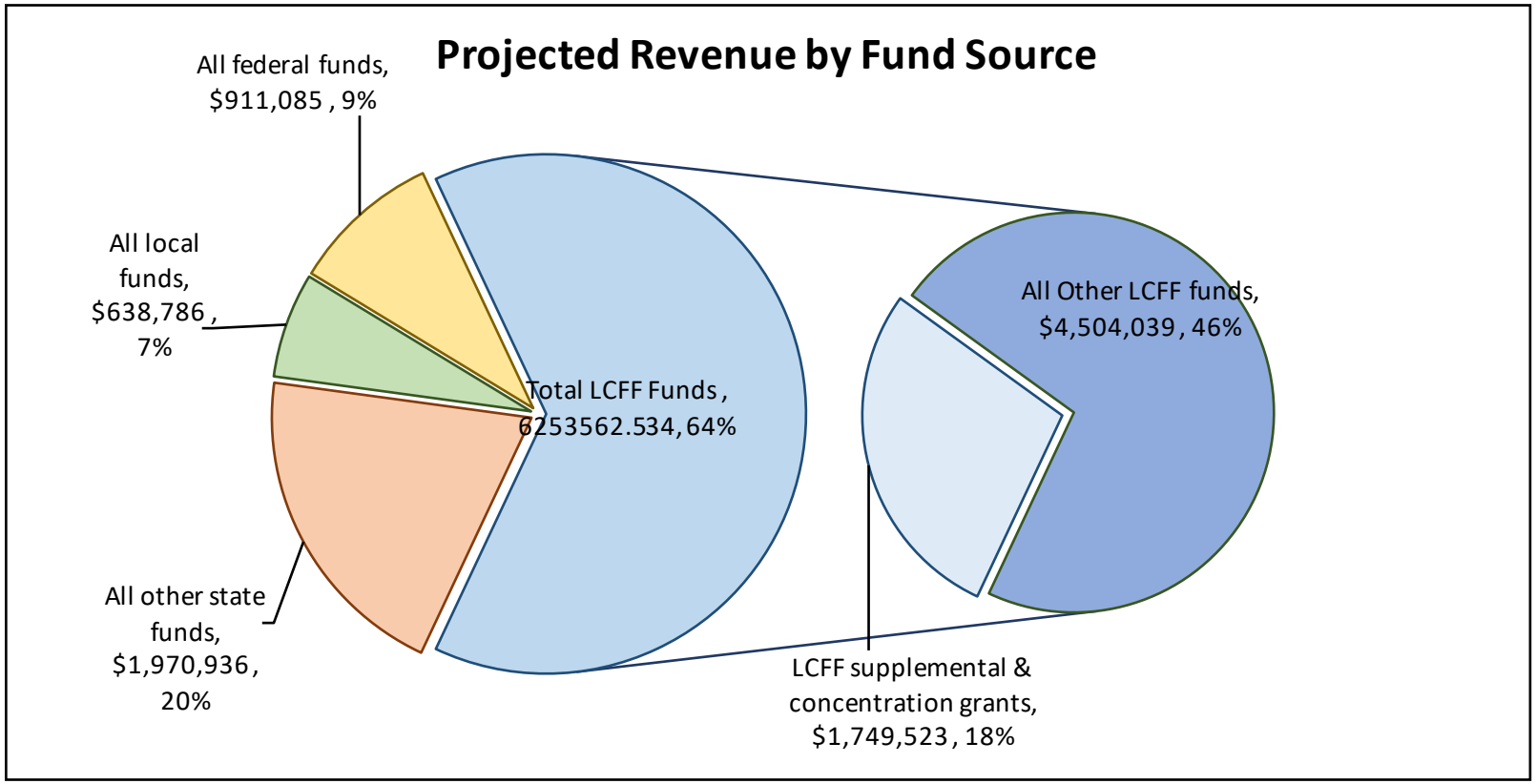
CDS Code: 19-64733-0124826

School Year: 2025-26

LEA contact information: Shannon Leonard, (213) 353-5300, Shannon.Leonard@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 2025-26 School Year



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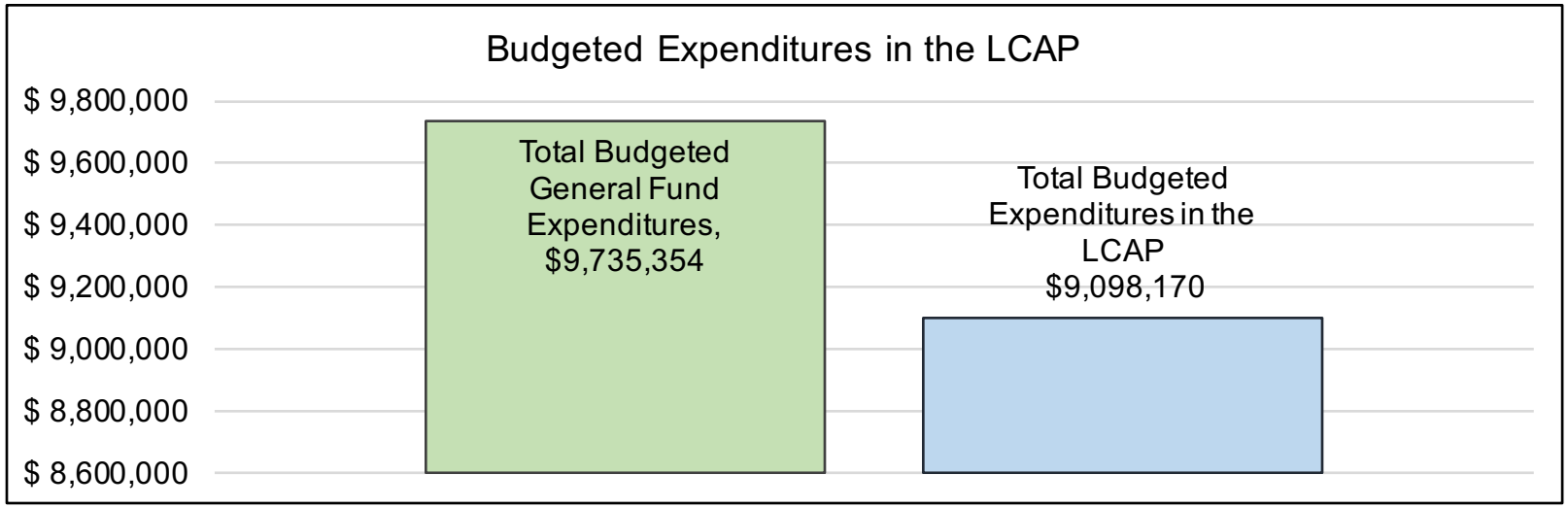
LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #4 is $9,774,368.96, of which $6,253,562.53 is Local Control Funding Formula (LCFF), $1,970,935.95 is other state funds, $638,785.64 is local funds, and $911,084.84 is federal funds. Of the $6,253,562.53 in LCFF Funds, $1,749,523.24 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo Charter Academy #4 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo Charter Academy #4 plans to spend $9,735,354.00 for the 2025-26 school year. Of that amount, $9,098,170.00 is tied to actions/services in the LCAP and $637,184.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

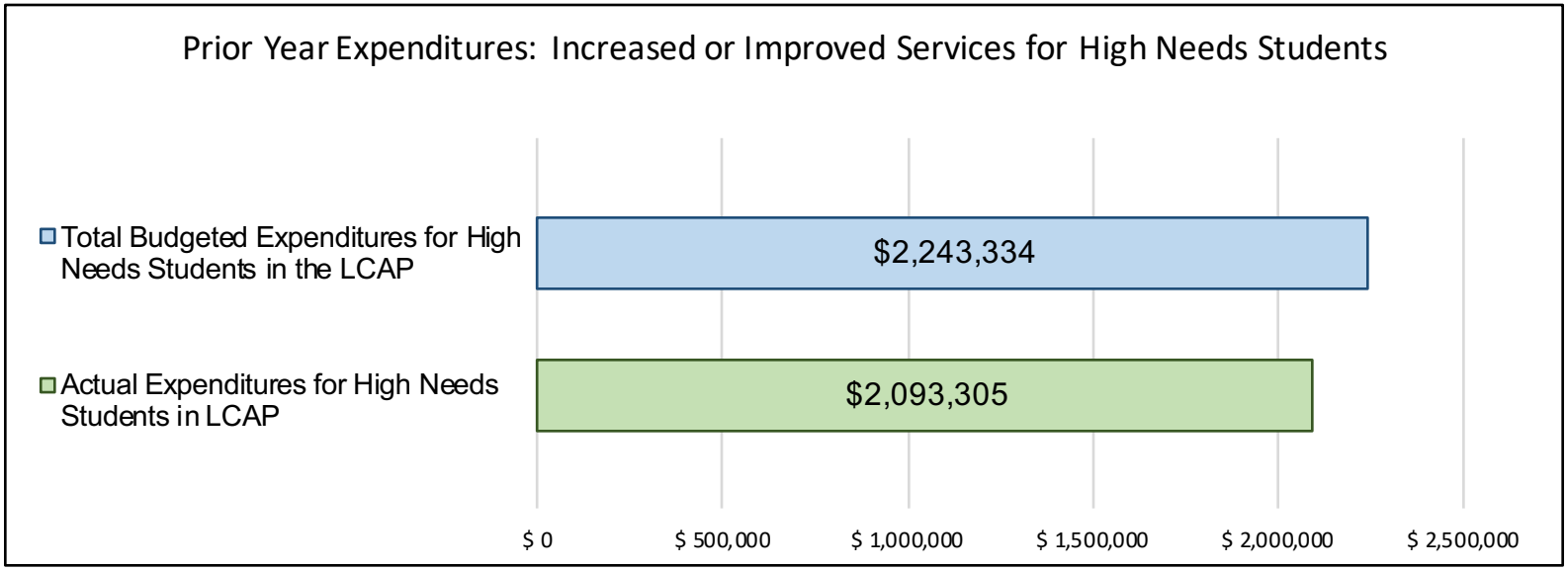
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Camino Nuevo Charter Academy #4 is projecting it will receive $1,749,523.24 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 $2,344,841.33 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 2024-25



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 2024-25, Camino Nuevo Charter Academy #4's LCAP budgeted $2,243,334.24 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #4 actually spent $2,093,305.33 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $150,028.91 had the following impact on Camino Nuevo Charter Academy #4's ability to increase or improve services for high needs students:

Reduced enrollment and ADA resulted in less LCFF funds available to be used for high needs students. The school had higher usage of one-time funds to help cover planned services

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	Shannon Leonard Principal	Shannon.Leonard@caminonuevo.org 213-353-5300

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 488 students in grades TK-8, of which 36.9% are English Learners (EL), and 16.2% are students with disabilities (SWD). 92.8% of our students are socioeconomically disadvantaged, 7.2% are homeless, and 0.6% 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.

CNCA4 is not eligible for Equity Multiplier funding. As a Title I School-Wide Program, CNCA4 uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document and meeting the educational partner engagement requirements as they apply to charter schools.

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 2024 Dashboard shows improvement in Chronic Absenteeism (Yellow) and Suspension Rate (Green), a decline in English Learner Progress (Orange), a small decline in English Language Arts (Orange), and improvement in Mathematics (Yellow). 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 12.2% to 31.2% schoolwide. SWD declined by 10.7% to 36.9%. Absenteeism rates for ELs, Hispanic students, and SED students all paralleled the schoolwide rate at 31.7%, 30.7%, and 31.6% respectively. After a decrease last year, absenteeism for Homeless students increased by 9.2% to 60.5% chronically absent this year. LTELs, however, had a remarkable improvement of 27.5% to 16.7% chronically absent.

Our school-wide Suspension Rate declined by 1.4% to well below the state average of 3.5% at 1.8%. No student groups were classified as Red. SWD had a slight increase to a rate of 1.1%, still below the school-wide rate. ELs declined by 1.6% to a 1.3% rate, while LTELs declined by 4.8% but had the highest suspension rate at 4%. Homeless students, previously the highest suspension rate at 5.1%, declined to 0%. African-American students also had a 0% suspension rate.

English Learner Progress declined by 5.4% to 43.6% of students making progress on ELPAC, just under the state average. Only 28.6% of LTELs made progress, a 30.7% decline from the previous year; however, every student who earned a 4 on the ELPAC the previous year was able to reclassify.

Performance in English Language Arts declined by 0.5 points to 54.2 points below standard. The decline was steeper for SWD, whose performance decreased by 9.5 points to 119.7 points below standard, and were categorized in the lowest performing band. ELs also were classified in Red, with a 4-point decline to 85.5 points below standard. Performance increased for LTELs by 19.2 points to 92.9 points below standard, and Homeless students improved by 13.4 points to 104.2 points below standard.

CAASPP Mathematics scores increased by 9.4 points to 76 points below standard. Again, performance for SWD declined slightly further, dropping 11 points to 123.7 points below standard. ELs increased by 9.2 points to 89.1 points below standard, and LTELs grew a dramatic 34.8 points to 119.6 points below standard. Homeless students also improved by 13.3 points to 130.3 points below standard.

On CAST, performance declined slightly to 16.54% overall. Again, 8th grade outperformed 5th grade (12.3% vs 19.7%), continuing a 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 79% positively assessing the school climate, and a Family Engagement score of 76% on our Winter 2024 Panorama survey, both improved from 2022-23. The sense of school belonging declined for our elementary school students to 56%, and middle school students are still experiencing disconnection, with only 35% 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 25-26 LCAP.

The following items were identified as Red on the 2023 Dashboard and remain an area of focus in the 25-26 LCAP as described below:
- ELA CAASPP Performance for ELs (still Red): Goal 3, Actions 1-4
- Math CAASPP Performance for ELs (now Yellow): Goal 3, Actions 1-4
- Math CAASPP Performance for SWD (now Orange):Goal 3, Actions 1-3 and Action 5
- Chronic Absenteeism for ELs (now Yellow), Hispanic students (now Yellow), SWD (now Orange), and SED students (now Yellow): Addressed through Goal 1, Action 3

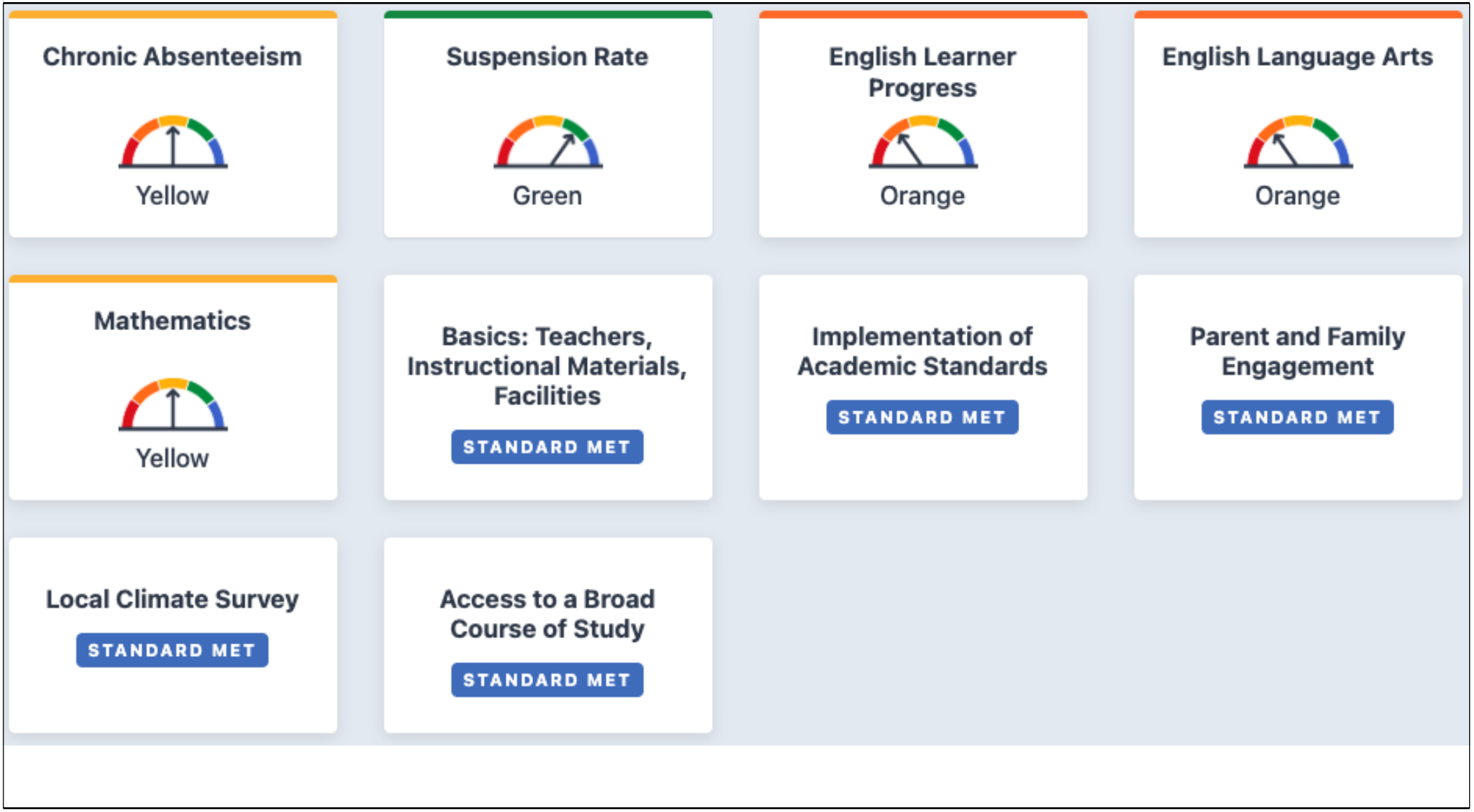
CNCA4 has $281,748.10 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. Funds will be spent to support Goal 1, Action 3; Goal 2, Action 2; Goal 3, Action 1; and Goal 3, Action 3.

For Goal 1, Action 3, in order to help address continuing high absenteeism rates for ELs, SWD, and Homeless students, LREBG funds will go towards the cost of evidence-based mental health services, a well-established barrier to learning and a contributor to absenteeism rates for many of our students. This intervention should support school attendance, the first step towards academic progress for many of these students.

For Goal 2, Action 2, LREBG funds will be used to fund an intervention teacher. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. This role allows for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes.

For Goal 3, Action 1, LREBG funds will be used to provide evidence-based adaptive curriculum software and data analysis tools to support intervention. These tools provide evidence-based learning supports to close learning gaps.

For Goal 3, Action 3, LREBG funds will provide an additional teacher assistant. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

CNCA4 was identified for Differentiated Assistance based on the 2023 Dashboard and received support through the Los Angeles County of Education (LACOE) for school and

network leadership to engage in an ongoing root cause and action planning process facilitated by LACOE to address the school's needs.

Based on the 2024 Dashboard, CNCA4 has been moved to General Assistance and no longer qualifies for Differentiated Assistance, but the work begun with LACOE continues internally.

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)	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 academic success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships. 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. As a Title I School-Wide Program, the school 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. 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. 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. 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. 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.
Teachers and Staff	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. 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. Teachers and staff also complete multiple surveys annually, 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.
Students	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

	before board approval in June. While we do not elect SBC student representatives due to our grade span, SBC 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Families emphasized the value they see in the supportive, clean, and safe environment at CNCA4, supported by Goal 1, Action 2, and Goal 1, Action 3. They appreciate the family supports and sense of community invested in by Goal 1, Action 3.

Teachers and staff felt that continued investments in school climate and mental health are needed (Goal 1, Action 3). They appreciated the new math curriculum and stronger alignment with leadership on school goals and initiatives (Goal 2, Action 1 and Goal 3, Action 3).

Elementary students expressed tremendous appreciation for the staffing at the school, emphasizing the importance of campus aides and front office staff in supporting students. These roles remain a key priority in Goal 1, Action 1, and Goal 1, Action 3.

Middle school students expressed the need for additional sports equipment (Goal 1, Action 3) and facility maintenance, particularly the restrooms (Goal 1, Action 2). They emphasized the importance of sports and field trips (Goal 1, Action 3), as well as retaining high quality teachers (Goal 2, 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

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 addressed 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 2024 absenteeism rates have declined, they remain above historical levels, and students' sense of connectedness to school remains remarkably low.

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)	91.36% (2023-24)		95%	Improved by 2.8%
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)	All: 31.2% EL: 31.7% LTEL: 16.7% SWD: 36.9% Homeless: 60.5% Hispanic: 30.7% SED: 31.6% (2024 Dashboard)		At or below state average	All: declined 12.2% EL: declined 11.5% LTEL: declined 27.5% SWD: declined 10.7% Homeless: increased 9.2% Hispanic: declined 12.4% SED: declined 12.2%
3	Middle School Dropout Rate	0% (2022-23)	0% (2023-24)		0%	No change

4	Suspension Rate	All: 3.1% EL: 2.9% SWD: 0.9% Homeless: 5.1% Hispanic: 3.4% SED: 3.1% (2023 Dashboard)	All: 1.8% EL: 1.3% LTEL: 4% SWD: 1.1% Homeless: 0% Hispanic: 1.9% SED: 1.9% African-American: 0% (2024 Dashboard)		<1%	All: declined 1.4% EL: declined 1.6% LTEL: declined 4.8% SWD: increased 0.2% Homeless: declined 5.1% Hispanic: declined 1.5% SED: declined 1.2% African-American: N/A
5	Expulsion Rate	0% (2022-23)	0% (2023-24)		0%	No change
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)		Good or better	No change
7	Student Climate Survey: Sense of Safety	Grades 3-5: 47% Grades 6-8: 51% (Spring 2023, Panorama survey)	3-5: 48% 6-8: 59% (Spring 2024, Panorama survey)		75%+	3-5: improved 1% 6-8: improved 8%
8	Student Climate Survey: Sense of School Belonging	Grades 3-5: 67% Grades 6-8: 38% (Spring 2023, Panorama survey)	3-5: 56% 6-8: 35% (Spring 2024, Panorama survey)		Grades 3-5: 75%+ Grades 6-8: 50%+	3-5: declined 11% 6-8: declined 3%
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	75% (Winter 2023)	79% (Winter 2024)		75%+	Improved 4%

10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	73% (Winter 2023)	76% (Winter 2024)		75%+	Improved 3%
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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, our actions have been largely effective in making progress toward our goal.

Action 1, Effective Operations Management, has allowed us to maintain a dropout rate of 0%, helped support our increase in school attendance and decline in chronic absenteeism, and continued to nurture our parent engagement.

Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT Score and help contribute towards the sense of safety held by students and families.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our increased attendance rate, reduced absenteeism, and reduced suspension rates. While CNCA4 did see limited progress in student climate survey responses about school safety and connectedness, there is recognition that these are long-term efforts and there are early indicators of success that can be built upon.

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.

Wherever available, LtEL subgroup performance data is now included in our Goal 1 metrics. Goal 1, Action 3 was revised to become an LREBG Action.

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.	$707,003.00	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.	$325,106.00	No
3	Student & Family Supports for Strong Community	LREBG Action 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. This action was developed in part to address the Red identification of ELs, Hispanic students,	$404,348.00	Yes

		SWD, and SED students for Chronic Absenteeism on the 2023 Dashboard. In order to help address continuing high absenteeism rates for ELs, SWD, and Homeless students, LREBG funds will go towards the cost of evidence-based mental health services, a well-established barrier to learning and a contributor to absenteeism rates for many of our students. This intervention should support school attendance, the first step towards academic progress for many of these students. Metric being used to monitor the action: 1.2 - Chronic Absenteeism; 1.4 - Suspension Rate; 1.7 - Student Climate Survey: Sense of Safety; 1.8 - Student Climate Survey: Sense of School Belonging LREBG Funds supporting this action: $106,586.89		

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 addressed 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.

Teachers and students continue to emphasize the need to work to retain high-quality staff, and how important these relationships are to student success.

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 (Spring 2024, determined by LAUSD Oversight Visit Report)		Met	No change
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% (2024 Dashboard)		0%	No change

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: 4 Next Generation Science Standards: 4 (2024 Local Indicator)		English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	ELA, Math, and ELD remained at a 5 rating. HSS and NGSS improved from a 3 to a 4 rating.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)		100%	No change
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 43% Teachers: 30% (Spring 2023)	Staff: 55% Teachers: 79% (Spring 2024)		60%+	Staff: improved by 12% Teachers: improved by 49%
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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions supporting Goal 2 were very effective. Action 1, Standards-Aligned Materials, allowed us to maintain 100% student access to standards-aligned instructional materials, and CNCA4 was able to strengthen its Standards Implementation from 3 - Initial Implementation to a rating of 4 - Full Implementation in both History and Science. ELD implementation, both Designated and Integrated, remained at 100%, and all students were able to access a Broad Course of Study. Action 2, High Quality Teachers and Leadership, further supported these results. Additionally, this action supported CNCA4 in meeting all teacher credentialing requirements, while significantly increasing teacher and staff satisfaction.

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.

There are no significant changes being made in this area as it remains a stable and foundational component of our program, beyond the revision of Action 2 to become an LREBG Action as described below

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.	$42,933.00	No
2	High-Quality Teachers and School Leadership	LREBG Action Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses	$2,392,495.00	No

		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. This action is partially funded by Title I and Title II funds. LREBG funds will be used to fund an intervention teacher. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. academic intervention teachers, often working with small groups or individual students, can address specific learning gaps and provide additional instructional time outside the regular classroom. This role allows for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG funds supporting this action: $78,395.20		

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 addressed 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.

While 2024 results showed strong improvement, there is much work remaining to be done to close gaps between subgroups and bring overall performance up to the academic standard.

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)	All: -54.2 DFS EL: -85.5 DFS LTEL: -92.9 DFS SWD: -119.7 DFS Homeless: -104.2 DFS Hispanic: -56.8 DFS SED: -55.6 DFS (2024 Dashboard)		At or above state average	All: declined 0.5 points EL: declined 4 points LTEL: increased 19.2 points SWD: declined 9.5 points Homeless: increased 13.4 points Hispanic: increased 0.4 points SED: decreased 1.4 points
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)	All: 31.66% EL: 6.86% LTEL: 13.33% SWD: 11.48% (2023-24)		Meet or exceed state average	All: increased 1% EL: increased 2.86% LTEL: increased 7.77% SWD: increased 2.53%

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)	All: -76 DFS EL: -89.1 DFS LTEL: -119.6 DFS SWD: -123.7 DFS Homeless: -130.3 DFS Hispanic: -77 DFS SED: -76.8 DFS (2024 Dashboard)		Meet or exceed state standard	All: increased 9.4 points EL: increased 9.2 points LTEL: increased 34.8 points SWD: increased 11 points Homeless: increased 13.3 points Hispanic: increased 10.2 points SED: increased 9.9 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 17.39% EL: 7.55% LTEL: 0% SWD: 7.46% (2022-23)	All: 18.47% EL: 6.03% LTEL: 6.67% SWD: 3.28% (2023-24)		Meet or exceed state average	All: increased 1.08% EL: decreased 1.52% LTEL: increased 6.67% SWD: decreased 4.18%
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)	All: 16.54% EL: 0% LTEL: N/A SWD: 0% (2023-24)		Meet or exceed state average	All: decreased by 1.26% EL: decreased by 3.03% LTEL: N/A SWD: decreased by 11.54%
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49% (2023 Dashboard)	43.6% (2024 Dashboard)		Meet or exceed state average	Decreased 5.4%
7	EL Reclassification Rate	11.3% (2022-23)	10.9% (2023-24)		Meet or exceed state average	Declined 0.4%
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)	All: 55% ELs: 50% SWDs: 42% (2023-24 i-Ready: % of students meeting growth expectations)		55%+	All: increased 4% ELs: increased 3% SWDs: increased 4%

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)	All: 62% EL: 58% SWD: 50% (2023-24 i-Ready % of students meeting growth expectations)		55%+	All: increased 17% EL: increased 13% SWD: increased 15%

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While results were mixed, overall actions were generally effective in making progress towards the goal.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing, helped support the growth that we saw in proficiency rates for CAASPP ELA and Math, particularly for LTELs and SED students. It also contributed to the improved DFS averages we saw in CAASPP Math results, both schoolwide and for ELs, SWD, Homeless and SED students. It also helped to maintain the growth that we have seen in i-Ready for math and reading.

Action 4, the ELD Dual Language Program, supported both the progress of ELs in CAASPP ELA & Math proficiency rates and Math DFS averages for ELs. Despite this academic progress, our ELPI rate declined slightly due to a decline in LTEL ELPAC growth, but no students who achieved 4 on the ELPAC failed to reclassify, a positive indicator of readiness.

Action 5, Special Education Program, had mixed results, with a decline in ELA DFS and math proficiency rates contrasted by growth in ELA proficiency rates and Math DFS. SWD continue to perform below the school on CAASPP testing, but their growth on i-Ready improved significantly from 2022-23.

Action 6, Strong After-School Program, helped to reinforce all of the progress described above, as it reinforced this work beyond the school day for many of our students.

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.

DFS results for LtELs are now available, and have been added to our metrics reporting. Actions 1 and 3 were revised to become LREBG Actions, as described below. Additionally, Action 5, our Special Education Program, is being strengthened to improve our approach to professional development in order to strengthen student results.

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	LREBG Action 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. This action is partially funded with Title I funds. This goal was developed in part to address the Red identification of English Learners and SWD for Math CAASPP performance, as well as the Red identification of English Learners for ELA CAASPP performance on the 2023 Dashboard. LREBG funds will be used to provide evidence-based adaptive curriculum software and data analysis tools to support intervention. These tools provide evidence-based learning supports to close learning gaps. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG funds supporting this action: $52,923.80	$193,116.00	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. This action is partially funded with Title II funds. This goal was developed in part to address the Red identification of English Learners and SWD for Math CAASPP performance, as well as the Red identification of English Learners for ELA CAASPP performance on the 2023 Dashboard.	$1,021,654.00	Yes
3	Instructional Leadership and Support Staffing	LREBG Action 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. This goal was developed in part to address the Red identification of English Learners and SWD for Math CAASPP performance, as well as the Red identification of English Learners for ELA CAASPP performance on the 2023 Dashboard. LREBG funds will provide an additional teacher assistant. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning	$941,547.00	Yes

		gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG funds supporting this action: $43,842.21		
4	ELD Program	We invest in the growth and success of our English Learners, including the unique needs of our Long-Term 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. This goal was developed in part to address the Red identification of English Learners for Math CAASPP performance, as well as the Red identification of English Learners for ELA CAASPP performance on the 2023 Dashboard.	$21,390.00	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. This goal was developed in part to address the Red identification of SWD for Math CAASPP performance on the 2023 Dashboard.	$1,743,356.00	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.	$1,305,221.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,749,523.00	$207,944.00

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
38.84%	0.00%	$0.00	38.84%

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	2022-23 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). 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. 2023-24 The disparate rate of absenteeism for LTELs vs ELs shows the impact of different strategies for different student populations. Similarly, Homeless students have an extraordinarily high absenteeism rate of 60.5% and need additional targeted interventions.	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.	Attendance, Chronic Absenteeism, Student Climate Survey results, suspension rates.
Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6	2022-23 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. Additionally, English Learners are currently lagging behind school-wide performance on every academic metric: - CAASPP English Language Arts: 28 point difference by DFS, 26% difference by % meets/exceeds - CAASPP Mathematics: 13 point difference by	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. 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.	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

	DFS, 10% difference by % meets/exceeds - CAST: 15% difference by % meets/exceeds LTEL performance lags even farther behind, with 0% of these students demonstrating proficiency on CAASPP Mathematics, and 6% demonstrating mastery in ELA. 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 2023-24 While results improved for CAASPP Math, EL performance and LTEL performance lagged significantly behind the schoolwide performance, despite increasing. Similarly, Homeless students increased by remained dramatically under the schoolwide DFS average. Schoolwide, SED students remained well below the state average in both ELA and math.	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. 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.	

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	2022-23 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. As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. 2023-24 Despite growth in EL performance in math, ELPI and reclassification rates declined slightly, along with a decrease in CAASPP ELA performance. The continued need for investment in this area is clear, particularly in language acquisition for LTELs, who lagged behind the schoolwide rate in ELPAC progress.	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.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2025-2026 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 %)
2025-2026	$4,504,039.00	$1,749,523.00	38.84%	0.00%	38.84%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$5,277,836.00	$3,275,694.00	$0.00	$544,639.00	$9,098,169.00	$5,375,244.00	$3,722,925.00

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	$0	$707,003	$707,003	$0	$0	$0	$707,003	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$144,585	$180,521	$245,315	$79,791	$0	$0	$325,106	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$268,430	$135,918	$278,950	$125,398	$0	$0	$404,348	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$42,933	$40,144	$2,789	$0	$0	$42,933	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$2,352,730	$39,765	$1,909,019	$251,198	$0	$232,278	$2,392,495	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$193,116	$84,016	$106,924	$0	$2,176	$193,116	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$30,722	$990,932	$1,002,279	$16,000	$0	$3,375	$1,021,654	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$941,547	$0	$756,870	$184,677	$0	$0	$941,547	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$0	$21,390	$19,243	$2,147	$0	$0	$21,390	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,256,789	$486,567	$31,514	$1,711,842	$0	$0	$1,743,356	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$380,441	$924,780	$203,483	$794,928	$0	$306,810	$1,305,221	0.00%

2025-2026 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
$4,504,039.00	$1,749,523.00	38.84%	0.00% - No Carryover	38.84%	$2,344,841.00	0.00%	52.06%	**Total:**	$2,344,841.00
								LEA-wide Total:	
								Limited Total:	$19,243.00
								Schoolwide Total:	$2,325,598.00

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	$278,950.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$84,016.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$1,002,279.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$756,870.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$19,243.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$203,483.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$9,934,634.00	$9,359,819.00

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	Effective Operations Management	No	$1,281,281.00	$1,126,643.00
1	2	Safe and Compliant Facility	No	$438,931.00	$381,898.00
1	3	Student & Family Supports for Strong Community	Yes	$525,393.00	$296,462.00
2	1	Standards-Aligned Instructional Materials	No	$37,879.00	$56,898.00
2	2	High-Quality Teachers and School Leadership	No	$2,666,462.00	$2,468,665.00
3	1	Differentiated Instructional Supports	Yes	$199,311.00	$170,024.00
3	2	Professional Development	Yes	$1,062,705.00	$1,007,193.00
3	3	Instructional Leadership and Support Staffing	Yes	$479,859.00	$638,387.00
3	4	ELD Program	Yes	$125,386.00	$119,948.00
3	5	Special Education Program	No	$1,904,021.00	$1,539,569.00
3	6	Strong After-School Program	Yes	$1,213,406.00	$1,554,132.00

2024-2025 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)
$1,778,289.00	$2,243,335.00	$2,093,304.00	$150,031.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Student & Family Supports for Strong Community	Yes	$417,346.00	$185,415.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$121,623.00	$114,379.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,062,705.00	$998,833.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$420,292.00	$506,485.00	0.00%	0.00%
3	4	ELD Program	Yes	$17,886.00	$19,002.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$269,190.00	0.00%	0.00%

2024-2025 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)
$4,635,442.00	$1,778,289.00	0.00%	38.36%	$2,093,304.00	0.00%	45.16%	$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:	$214,454.00	$23,375.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$707,003.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$325,106.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$404,348.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$42,933.00
2	2	High-Quality Teachers and School Leadership	$212,278.00	$20,000.00	$0.00	$0.00	$0.00	$0.00	$2,392,495.00
3	1	Differentiated Instructional Supports	$2,176.00	$0.00	$0.00	$0.00	$0.00	$0.00	$193,116.00

3	2	Professional Development	$0.00	$3,375.00	$0.00	$0.00	$0.00	$0.00	$1,021,654.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$941,547.00
3	4	ELD Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,390.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,743,356.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,305,221.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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:

(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) 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.

- 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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).

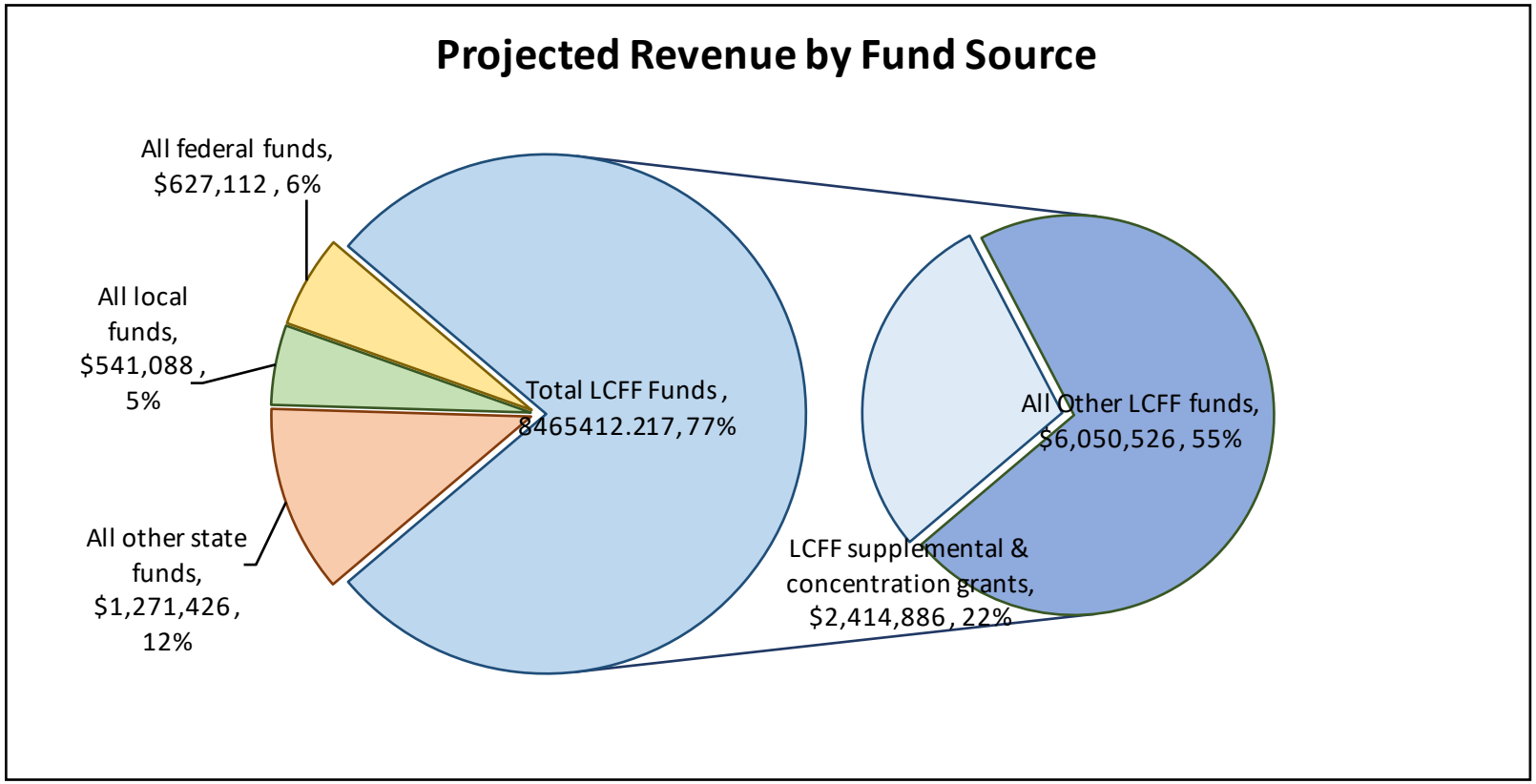
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2
CDS Code: 19-64733-0127910
School Year: 2025-26
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 2025-26 School Year



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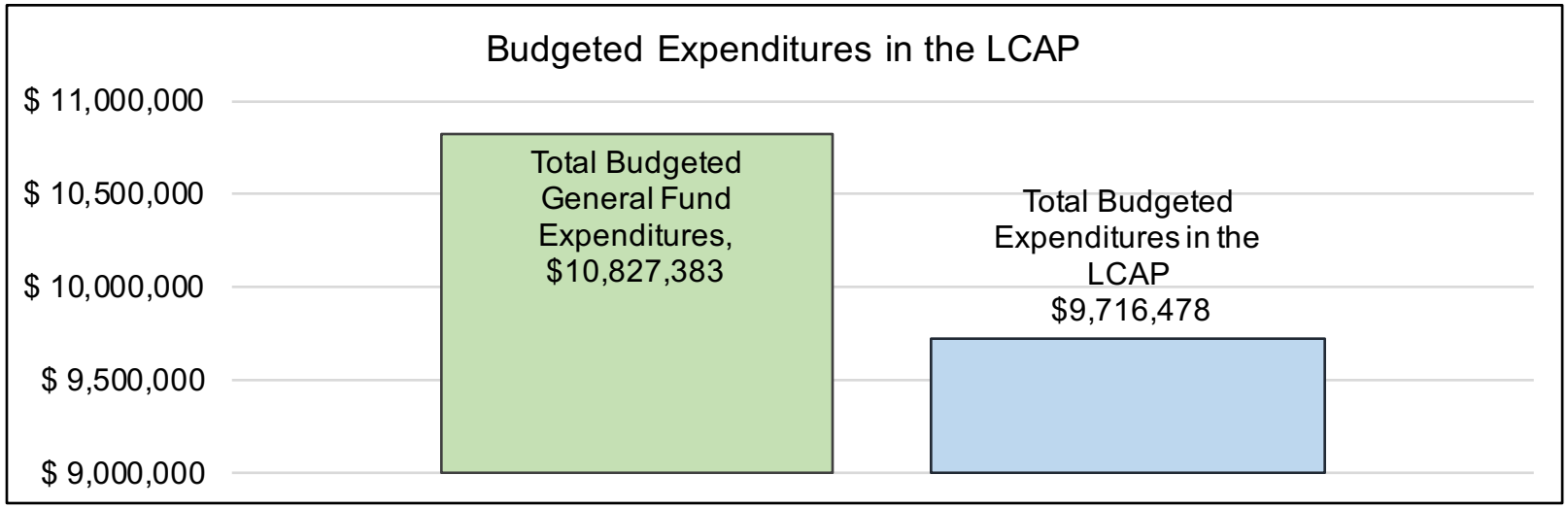
LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Camino Nuevo High #2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo High #2 is $10,905,039.00, of which $8,465,412.22 is Local Control Funding Formula (LCFF), $1,271,425.82 is other state funds, $541,088.47 is local funds, and $627,112.50 is federal funds. Of the $8,465,412.22 in LCFF Funds, $2,414,886.02 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Camino Nuevo High #2 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo High #2 plans to spend $10,827,383.00 for the 2025-26 school year. Of that amount, $9,716,478.00 is tied to actions/services in the LCAP and $1,110,905.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

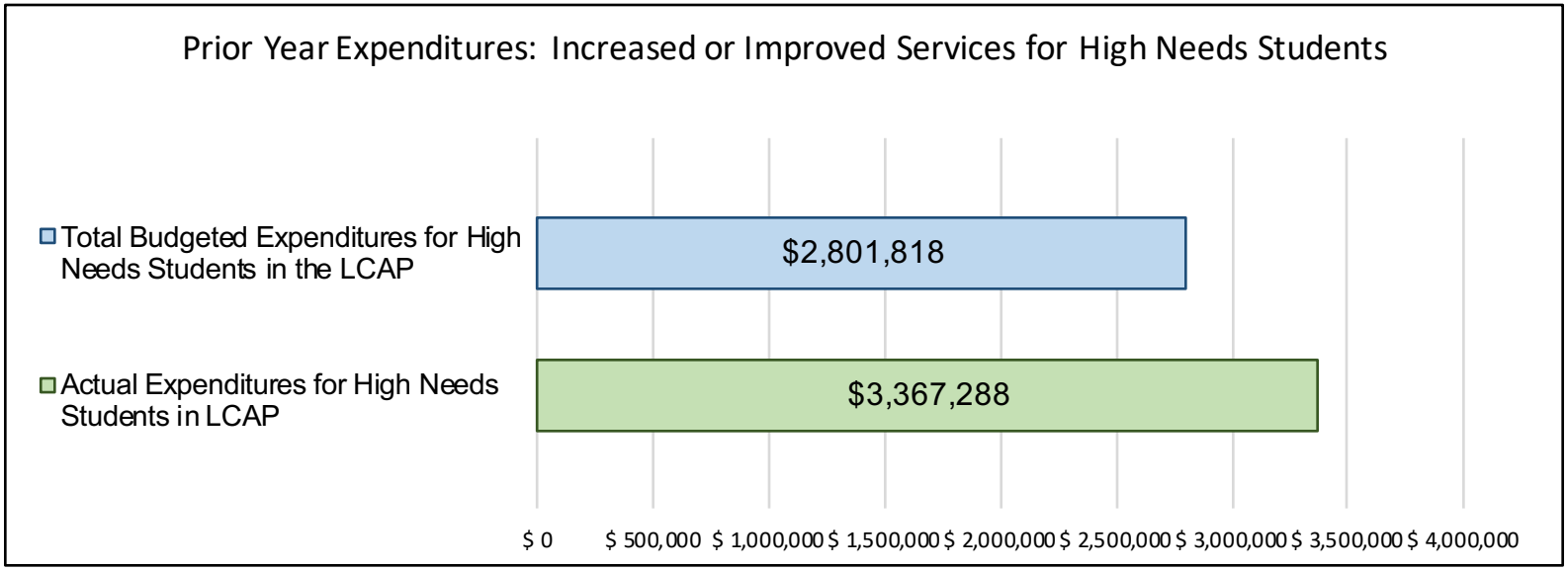
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Camino Nuevo High #2 is projecting it will receive $2,414,886.02 based on the enrollment of foster youth, English learner, and low-income students. Camino Nuevo High #2 must describe how it intends to increase or improve services for high needs students in the LCAP. Camino Nuevo High #2 plans to spend $3,538,199.67 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 2024-25



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 2024-25, Camino Nuevo High #2's LCAP budgeted $2,801,818.27 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent $3,367,288.35 for actions to increase or improve services for high needs students in 2024-25.

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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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 496 students in grades 9-12, of which 18.1% are English Learners (EL), and 15.3% are students with disabilities (SWD). 98.6% of our students are socioeconomically disadvantaged, 0% are foster youth, and 0.8% 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 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.

CNHS2 is not eligible for Equity Multiplier Funds. CNHS2’s LCAP also serves as the School Plan for Student Achievement (SPSA), and meets the educational partner engagement requirements outlined in CA EC 64001(j).

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 2024 California School Dashboard shows an increase in Suspension Rate (Orange), a decline in English Learner Progress (Red), strong growth in Graduation Rate (Green) and College/Career Readiness (Green), a decline in English Language Arts performance that remained well above the state average (Yellow), and a decline in Mathematics performance (Orange). Performance on the California Science Test improved slightly, while climate survey data declined slightly for students and teachers/staff. Attendance and absenteeism rates improved, as while AP exam pass rates were mixed.

The schoolwide suspension rate increased to 2.3%, remaining below the statewide average of 3.2%. While no student groups were in Red, English Learners (5.7%), Long-Term English Learners (8.9%), and Hispanic and Socioeconomically Disadvantaged students (both 2.3%) were all classified in Orange due to their increased suspension rates from previous lows of less than 1%. Students with Disabilities maintained a 0% suspension rate (Blue), as did Homeless students.

English Learner Progress declined by 14.1% to 33.3% making progress (Red). LTELs saw a smaller 11.2% decline, with 45.2% making progress, similar to the state average (Orange). This was due to a larger percentage of students maintaining the same ELPI level, not students decreasing ELPI levels. The rate of ELs decreasing at least one level actually declined slightly, from 13.6% to 13.3%. Similarly, EL reclassification rates declined slightly, from 16.25% to 13%.

The graduation rate increased by 5.3% to 90.4%, exceeding the state average (Green). This improvement included both a significant increase in the EL graduation rate to 86.7% (a 16.7% jump) as well as a 20% decline in the SWD graduation rate to 53.3%. This growth was paired with a decrease in the dropout rate to 1.32%.

College and Career Readiness increased by 10.4%, with 58.9% of CNHS2 graduates considered prepared, well above the state average of 45.3%. 14.3% of SWD were considered prepared, up from 0% the previous year, while EL readiness declined by 2.2% to 20% considered prepared. There was also a decline in the percentage of students considered "Not Prepared" as opposed to "Approaching Prepared," with the "Not Prepared" percentage declining from 15.5% to 9.8%. This growth is likely attributable to the continued focus on A-G coursework success, increases in some AP pass rates, and improved CAASPP success for our SWD (in both ELA and math) and ELs (in ELA).

CAASPP performance in English Language Arts declined by 18.7 points to 29.5 points above standard, remaining well above the state average of 13.2 points below standard (Yellow). No student groups were identified in either Red or Orange status. Rates for Hispanic and SED students closely matched the schoolwide rate at 29.2 points above standard and 29.5 points above standard, respectively (Yellow). Performance for ELs increased by 8.3 points to 47.8 points below standard, above the state average. SWD performance increased by 82.9 points to 8.1 points below standard, dramatically exceeding the state average of 95.6 points below standard.

CAASPP performance in mathematics declined by 12.8 points to 80.7 points below standard (Orange). Again, rates for Hispanic and SED students closely paralleled the schoolwide rate at 81.9 points below standard and 80.7 points below standard, respectively. Performance for ELs declined by 18.9 points to 147.3 points below standard. SWD performance increased by 44.6 points to 106.1 points below standard, above the state average.

On the California Science Test, schoolwide performance increased slightly to 27.88% meeting or exceeding standard. 0% of SWD met or exceeded the standard on CAST; previously this subgroup was too small to report.

School climate data showed that families remain engaged, with 82% viewing the school climate positively, but student sense of safety declined to 59% and sense of belonging remained at a low 30%.

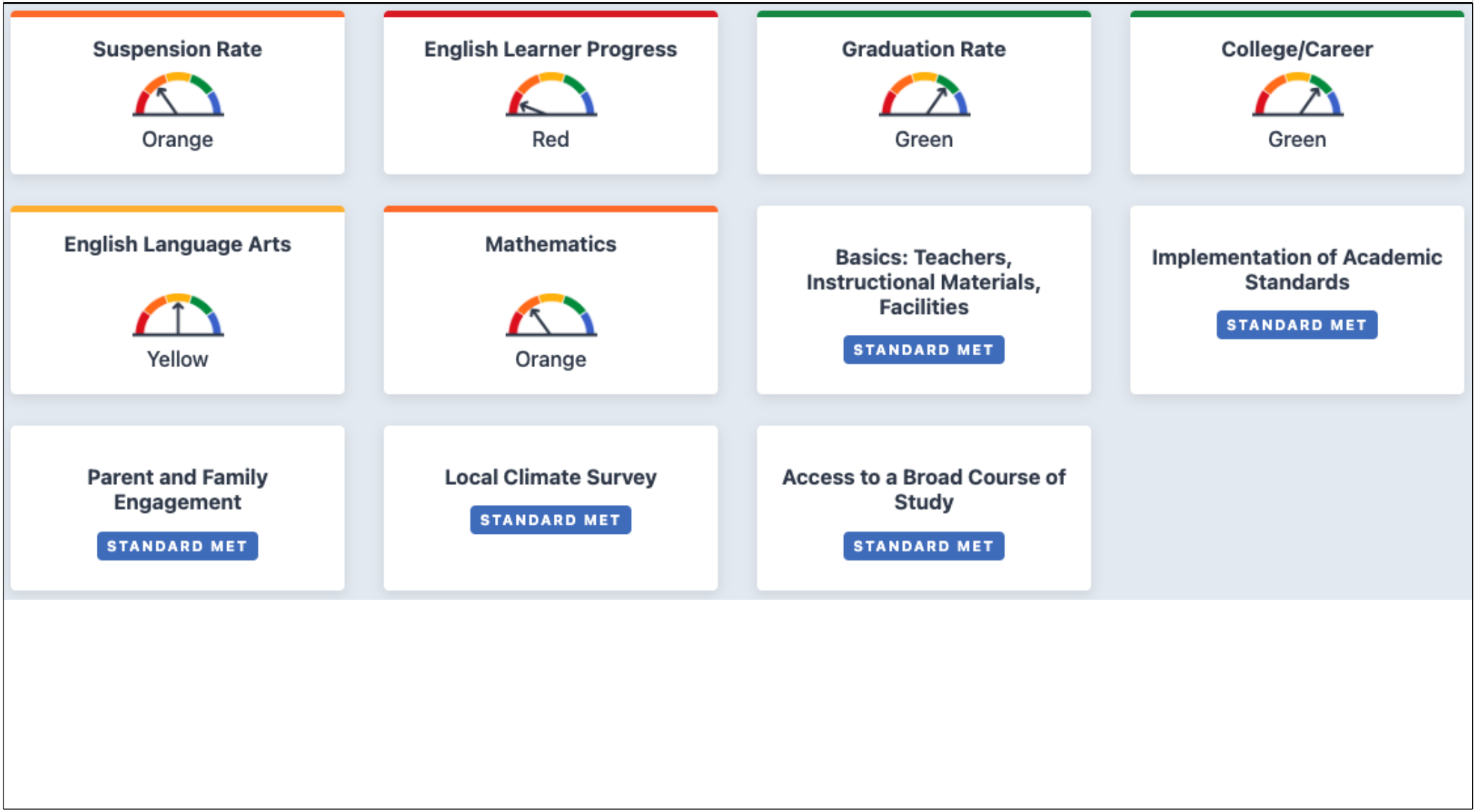
CNHS2 has $223,211.28 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. Funds will support Goal 2, Action 1; Goal 2, Action 2; Goal 3, Action 3; and Goal 3, Action 4.

For Goal 2, Action 1, ELs are significantly underperforming the schoolwide population, despite some growth in this area, and also have a higher suspension rate. LREBG funds will be used to invest in Spanish books for student reading, an evidence-based strategy to support learning and school engagement for English Learners (ELs) by leveraging their first language as a foundation for literacy development. Research consistently shows that strong literacy skills in a student's native language positively correlate with the acquisition of a second language. Moreover, engaging with culturally relevant materials can make the library a more welcoming and inclusive space, directly contributing to increased school engagement and a stronger sense of belonging for EL students.

For Goal 2, Action 2, LREBG funds will be used to fund an additional math teacher, reducing staff-pupil ratio and providing high-quality math instruction to all students.

For Goal 3, Action 3, LREBG funds will support the intervention coordinator position. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. A strong intervention program can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes.

For Goal 3, Action 4, LREBG funds will be used to fund a bilingual TA to support the success of our English Learners. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment.



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)	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 academic success when their home and school share similar values about learning, develop positive relations, and when they work together to build strong partnerships. 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. As a Title I School-Wide Program, the school 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. 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. 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. 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. 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.
Teachers and Staff	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. 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. Teachers and staff also complete multiple surveys annually, 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.
Students	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

	before board approval in June. While we do not elect SBC student representatives due to our grade span, SBC 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Families emphasized the school as supportive, clean, and safe, continued priorities in Goal 1, Action 2 and Goal 1, Action 3. They also described the school as challenging and found value in the college-preparatory academics, personal attention, and family supports. These continue to be significant priorities supported through Goal 3, Action 1 and Goal 3, Action 3, among others.

Teachers and staff appreciated the focus on developing strong relationships with students and families (Goal 1, Action 3). Teachers expressed the value of the 8-week plan to start the school year and support for its implementation, as well as other professional development opportunities across the year (Goal 3, Action 2). Teachers also expressed the need for continued intervention supports to make sure that students are college-ready by the end of 12th grade (Goal 3, Action 1 and Goal 3, Action 3).

Students expressed a desire for more creative and engaging events, as well as additional non-school based events for community-building. They expressed appreciation for community dialogues and the existing events that occur, as well as clubs and mental health resources. (Goal 1, Action 3)

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

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 addressed 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.

While absenteeism and attendance have improved, student sense of safety and connectedness is proving challenging to improve meaningfully, clarifying the ongoing importance of this area of focus.

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)	92.49% (23-24)		95%+	1.34% increase
2	Chronic Absenteeism	All: 29% EL: 45.6% SWD: 41.3% (2023 SARC)	All: 22.9% EL: 25.0% SWD: 33.3% (2024 DataQuest)		At or below state average	All: declined by 6.1% EL: declined by 20.6% SWD: declined by 8.3%
3	High School Dropout Rate	4.1% (2023 School Accountability Report Card)	3.54% (2024 School Accountability Report Card) Note: 22-23 dropout rate was revised to 3.96%		2% or less	Declined by 0.42% from revised 22-23 rate.
4	Suspension Rate	All: 0.2% EL: 0% SWD: 0% (2023 Dashboard)	All: 2.1% EL: 5.7% LTEL: 8.9% SWD: 0% (2024 Dashboard)		<1%	All: increased by 2.1% EL: increased by 5.7% LTEL: increased by 8.9% SWD: maintained 0%

5	Expulsion Rate	0% (22-23)	0% (23-24 SARC)		<1%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good	Good		Good or better	No change
7	Student Climate Survey: Sense of Safety	68% (Spring 2023 Panorama Survey)	59% (Spring 2024 Panorama Survey)		75%+	Declined by 9%
8	Student Climate Survey: Sense of School Belonging	31% (Spring 2023, Panorama survey)	30% (Spring 2024 Panorama Survey)		50%+	Declined by 1%
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	87% (Winter 2023, Panorama Survey)	82% (Winter 2024, Panorama Survey)		85%+	Declined 5%
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	69% (Winter 2023, Panorama Survey)	70% (Winter 2024, Panorama Survey)		75%+	Improved by 1%

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 (2024 Dashboard)		Met	No change

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, our actions have been largely effective in making progress toward our goal.

Action 1, Effective Operations Management, has allowed us to reduce our dropout rate to 1.32%, helped support our increase in school attendance, and continued to nurture our parent engagement.

Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT Score and help contribute towards the sense of safety held by students and families.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our increased attendance rate and lower absenteeism rates. While CNHS 2 has not yet achieved the desired growth in survey responses about school safety and connectedness, and there was a small increase in suspension rates, there is recognition that these are long-term efforts and there are early indicators of success that can be built upon.

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.

Wherever available, LtEL subgroup performance data is now included in our Goal 1 metrics. Similarly, Homeless student data has been included; it remains to be seen whether this population will stay large enough to report metrics on in future years.

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.	$675,989.00	No
2	Safe and Compliant Facility	y We will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	$411,715.00	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 of community and belonging.	$964,652.00	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 addressed 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.

Retaining teachers continues to be a priority, particularly as we work to build college-readiness for every student.

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 (Spring 2024, determined by LAUSD Oversight Visit Report)		Met	No change
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% (2024 Dashboard)		0%	No change

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: 4 Next Generation Science Standards: 4 (2024 Local Indicator)		English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	Maintained rating of 5 - Full Implementation and Sustainability for English Language Arts, Mathematics, and English Language Development. Improved from 3 - Initial Implementation to 4 - Full Implementation for History-Social Science and Next Generation Science Standards.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)		100%	No change
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 53% Teachers: 67% (Spring 2023)	Staff: 51% Teachers: 65% (Spring 2024 Panorama Survey)		75%+	Staff: declined by 2% Teachers: declined by 2%

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 (2024 Dashboard)		Met	No change
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)	2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission: 97.00% 2022-23 Graduates Who Completed All Courses Required by UC/CSU Admission: 98.00% (2024 SARC)		90%+	Pupils Enrolled in Courses Required for UC/CSU Admission: declined by 1% Graduates Who Completed All Courses Required by UC/CSU Admission: increased by 17%
8	Graduation Rate	All: 85% EL: 70% SWD: 73.3% (2023 Dashboard)	All: 90.4% EL: 86.7% SWD: 53.3% (2024 Dashboard)		Meet or exceed state average	All: increased 5.3% EL: increased 16.7% SWD: declined 20%

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions supporting Goal 2 were very effective. Action 1, Standards-Aligned Materials, allowed us to maintain 100% student access to standards-aligned instructional materials, and CNHS2 was able to strengthen its Standards Implementation from 3 - Initial Implementation to a rating of 4 - Full Implementation in both History and Science. ELD implementation, both Designated and Integrated, remained at 100%, and all students were able to access a Broad Course of Study. Action 2, High Quality Teachers and Leadership, further supported these results. Additionally, this action supported CNHS2 in meeting all teacher credentialing requirements, while maintaining teacher and staff satisfaction rate.

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.

There are no significant changes being made in this area as it remains a stable and foundational component of our program.

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	LREBG Action 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. ELs are significantly underperforming the schoolwide population, despite some growth in this area, and also have a higher suspension rate. LREBG funds will be used to invest in Spanish books for student reading, an evidence-based strategy to support learning and school engagement for English Learners (ELs) by leveraging their first language as a foundation for literacy development. Research consistently shows that strong literacy skills in a student's native language positively correlate with the acquisition of a second language. Moreover, engaging with culturally relevant materials can make the library a more welcoming and inclusive space, directly	$58,350.00	No

		contributing to increased school engagement and a stronger sense of belonging for EL students. Metrics being used to monitor this action: 3.1-3.9 LREBG funds supporting this action: $15,000		
2	High-Quality Teachers and School Leadership	LREBG Action 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. This action is partially funded with Title I and Title II funding. Due to continued challenges in math achievement, LREBG funds will be used to fund an additional math teacher, reducing staff-pupil ratio and providing high-quality math instruction to all students. Metrics to monitor progress: 3.3, 3.4, 3.9 LREBG funds supporting this action: $84,959.41	$2,885,581.00	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 addressed 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.

Academic progress has been mixed, and we need to build upon our successes and continue to close achievement gaps for all of our students.

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)	All: +29.5 DFS EL: -47.8 DFS SWD: -8.1 DFS (2024 Dashboard)		At or above state average	All: declined by 18.7 points EL: increased by 8.3 points SWD: increased by 82.9 points
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)	All: 65.76% EL: 15.38% SWD: 55.56% (2023-24)		Meet or exceed state average	All: declined by 8.07% EL: n/a as group was too small to report in 22-23 SWD: improved by 40.18%

3	CAASPP Performance in Math, measured by DFS	All: -68 DFS EL: -28.5 DFS SWD: -150.6 DFS (2023 Dashboard)	All: -80.7 DFS EL: -147.3 DFS SWD: -106.1 DFS (2024 Dashboard)		Meet or exceed state average	All: declined by 12.8 points EL: declined by 18.9 points SWD: increased by 44.6 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 25.24% EL: 0% SWD: 0% (2022-23)	All: 21.23% EL: 0% SWD: 11.12% (2023-24)		Meet or exceed state average	All: declined by 4.01% EL: maintained 0% SWD: improved by 11.12%
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 26.73% (2022-23)	All: 27.88% SWD: 0% (2023-24)		Meet or exceed state average	All: increase by 1.15% SWD: n/a as group was too small to measure in 22-23
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	47.5% (2023 Dashboard)	33% (2024 Dashboard)		Meet or exceed state average	declined by 14.5%
7	EL Reclassification Rate	16.25%	13% (2023-24)		Meet or exceed state average	Declined by 3.25%
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%	AP US Govt: 25% AP Spanish Language: 68% AP English Literature: 35% AP English Language: 11% AP Calculus: 43% AP Biology: 0% AP Studio Art: 50% AP Drawing: 36%		Pass rates increase by 5% annually.	AP US Govt: increased by 25% AP Spanish Language: declined by 26% AP English Literature: declined by 22% AP English Language: declined by 14% AP Calculus: improved by 43% AP Biology: declined by 13% AP Studio Art: declined by 9% AP Drawing: improved by 36%

9	% of students demonstrating college/career readiness	48.5% (2023 Dashboard)	58.9% (2024 Dashboard)		Meet or exceed state average	Increase by 10.4%

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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

While results were mixed, overall actions were generally effective in making progress towards the goal.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing, helped support the growth that we saw in proficiency rates and DFS averages for CAASPP ELA, particularly for ELs and SWD. It also contributed to the improved DFS averages and proficiency rates we saw in CAASPP Math results for SWD.

Action 4, the ELD Dual Language Program, supported both the progress of ELs in CAASPP ELA & Math proficiency rates and Math DFS averages for ELs. Similarly, while our ELPI rate declined, 45.2% of LTELs still made progress in line with the state average, and we had our smallest percentage of students ever decrease a level on ELPI.

Action 5, Special Education Program, supported dramatic improvements in CAASPP achievement for both ELA and math. While SWD are still well below the schoolwide performance, they closed the gap at a faster rate than virtually any other group.

Action 6, Strong After-School Program, helped to reinforce all of the progress described above, as it reinforced this work beyond the school day for many of our students.

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.

Where available, LTEL results have been added to our metrics.

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.	$455,332.00	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. This action is partially funded with Title II funding.	$1,338,604.00	Yes
3	Instructional Leadership and Support Staffing	LREBG Action 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, our intervention coordinator, and HSO leadership support. LREBG funds will support the intervention coordinator position. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. A strong intervention program can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved academic outcomes. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG funds supporting this action: $80,575.21	$897,417.00	Yes
4	ELD Program	LREBG Action We invest in the growth and success of our English Learners, including the specific needs of our Long-Term English Learners (LTELs) 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. This action is partially funded with Title I funds. LREBG funds will be used to fund a bilingual TA to support the success of our English Learners. This is an allowable use of funds which both improves staff-pupil ratios and provides evidence-based learning supports to close learning gaps. Research has shown that trained TAs who deliver	$201,073.00	Yes

		targeted interventions, especially in literacy, can lead to positive gains in student attainment. Metrics to monitor this action: 3.6 and 3.7 LREBG funds supporting this action: $42,676.66		
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.	$1,630,284.00	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.	$197,480.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,414,886.00	$280,986.00

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
39.91%	0.00%	$0.00	39.91%

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	2022-23 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. 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. 2023-24 Disproportionate outcomes for ELs remained the norm for both absenteeism rates and suspension rates.	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.	Attendance, Chronic Absenteeism, Student Climate Survey results, dropout rates, suspension rates.
Goal 3, Action 1 Goal 3, Action 2 Goal 3, Action 3 Goal 3, Action 6	2022-23 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. 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 While LTEL performance is not publicly available due to the small sample size tested, we know	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. 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. 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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

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	that these students continue to need additional support in order to succeed. Additionally, on our College/Career Readiness metric, only 22% of ELs are prepared, compared to 48.5% schoolwide. 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 2023-24 While EL performance on CAASPP improved, it still remains well below schoolwide performance. In math, EL declines outpaced the schoolwide decline, widening the gap. 0% of ELs met or exceeded the standard in math.	group interventions and other effective differentiation take place. 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.	

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	2022-23 While we have seen an increase in both our ELPI and reclassification rates, they lag behind state averages and our school targets. Additionally, as discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. 2023-24 Both ELPI and EL reclassification rates declined slightly, demonstrating the need for continued and further investment in this arena.	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 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

2025-2026 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 %)
2025-2026	$6,050,526.00	$2,414,886.00	39.91%	0.00%	39.91%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,491,459.00	$1,981,770.00	$0.00	$243,248.00	$9,716,477.00	$6,215,130.00	$3,501,347.00

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	$0	$675,989	$675,185	$804	$0	$0	$675,989	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$160,670	$251,045	$342,211	$69,504	$0	$0	$411,715	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$628,161	$336,491	$906,923	$57,729	$0	$0	$964,652	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$58,350	$39,350	$19,000	$0	$0	$58,350	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$2,837,541	$48,040	$2,487,884	$191,460	$0	$206,237	$2,885,581	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$455,332	$310,832	$144,500	$0	$0	$455,332	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$12,375	$1,326,229	$1,312,098	$1,000	$0	$25,506	$1,338,604	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$897,417	$0	$816,842	$80,575	$0	$0	$897,417	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$169,160	$31,913	$146,891	$42,677	$0	$11,505	$201,073	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,374,974	$255,310	$408,630	$1,221,654	$0	$0	$1,630,284	0.00%
3	6	Strong After-School & Summer Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$134,832	$62,648	$44,613	$152,867	$0	$0	$197,480	0.00%

2025-2026 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
$6,050,526.00	$2,414,886.00	39.91%	0.00% - No Carryover	39.91%	$3,538,199.00	0.00%	58.48%	**Total:**	$3,538,199.00
								LEA-wide Total:	
								Limited Total:	$146,891.00
								Schoolwide Total:	$3,391,308.00

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	$906,923.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$310,832.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$1,312,098.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$816,842.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$146,891.00	0.00%
3	6	Strong After-School & Summer Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$44,613.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$10,092,611.00	$9,930,174.00

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	Effective Operations Management	No	$1,784,066.00	$1,487,365.00
1	2	Safe and Compliant Facility	No	$402,068.00	$442,666.00
1	3	Student & Family Supports for Strong Community	Yes	$576,922.00	$940,291.00
2	1	Standards-Aligned Instructional Materials	No	$66,000.00	$165,145.00
2	2	High-Quality Teachers and School Leadership	No	$3,009,968.00	$2,756,072.00
3	1	Differentiated Instructional Supports	Yes	$359,776.00	$428,391.00
3	2	Professional Development	Yes	$1,265,108.00	$1,306,262.00
3	3	Instructional Leadership and Support Staffing	Yes	$667,564.00	$809,836.00
3	4	ELD Program	Yes	$218,264.00	$241,572.00
3	5	Special Education Program	No	$1,709,644.00	$1,282,290.00
3	6	Strong After-School & Summer Program	Yes	$33,231.00	$70,284.00

2024-2025 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)
$2,336,969.00	$2,801,818.00	$3,367,289.00	($565,471.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Student & Family Supports for Strong Community	Yes	$426,187.00	$718,410.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$298,976.00	$399,391.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,250,108.00	$1,286,662.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$585,562.00	$726,921.00	0.00%	0.00%
3	4	ELD Program	Yes	$207,754.00	$230,569.00	0.00%	0.00%
3	6	Strong After-School & Summer Program	Yes	$33,231.00	$5,336.00	0.00%	0.00%

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2024-2025 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)
$5,904,046.00	$2,336,969.00	0.00%	39.58%	$3,367,289.00	0.00%	57.03%	$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:	$212,742.00	$30,506.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$675,989.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$411,715.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$964,652.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$58,350.00
2	2	High-Quality Teachers and School Leadership	$201,237.00	$5,000.00	$0.00	$0.00	$0.00	$0.00	$2,885,581.00
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$455,332.00

3	2	Professional Development	$0.00	$25,506.00	$0.00	$0.00	$0.00	$0.00	$1,338,604.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$897,417.00
3	4	ELD Program	$11,505.00	$0.00	$0.00	$0.00	$0.00	$0.00	$201,073.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,630,284.00
3	6	Strong After-School & Summer Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$197,480.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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:

(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) 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.

- 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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 2024

Coversheet

CNCA Board Resolution for Renewal Petition

Section: IX. CNCA Board Resolution for Renewal Petition
Item: A. CNCA Board Resolution for Renewal Petition
Purpose: Vote
Submitted by:
Related Material: Resolution of the Board of Directors_06.09.2025.pdf

Camino Nuevo Charter Academy

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Los Angeles, CA 90026

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Resolution of the Board of Directors
Camino Nuevo Charter Academy

WHEREAS, the Camino Nuevo Charter Academy Board of Directors voted to approve the submission of the Camino Nuevo Charter High School No. 2 Renewal Petition to The Los Angeles Unified School District. The vote took place on June 17, 2025.

A. **Lead Petitioner:** Adriana Abich, CEO
B. **Executive Director or Equivalent:** Adriana Abich, CEO
C. **Principal or Equivalent:** Lawrence Boone, Principal
D. **Finance Manager:** Nancy Cabrel

_____ _____

Gil Flores, Board Secretary Date

Coversheet

Approval of FY25/26 Budget

Section: X. Financials
Item: B. Approval of FY25/26 Budget
Purpose: Vote
Submitted by:
Related Material: CNCA 25-26 Budget Presentation.pdf

Camino Nuevo Charter Academy 2025-26 Budget

June 2025

CNCA 2025-26 Budget Assumptions

- Enrollment: 2991 / ADA Percent: 93.7% Average

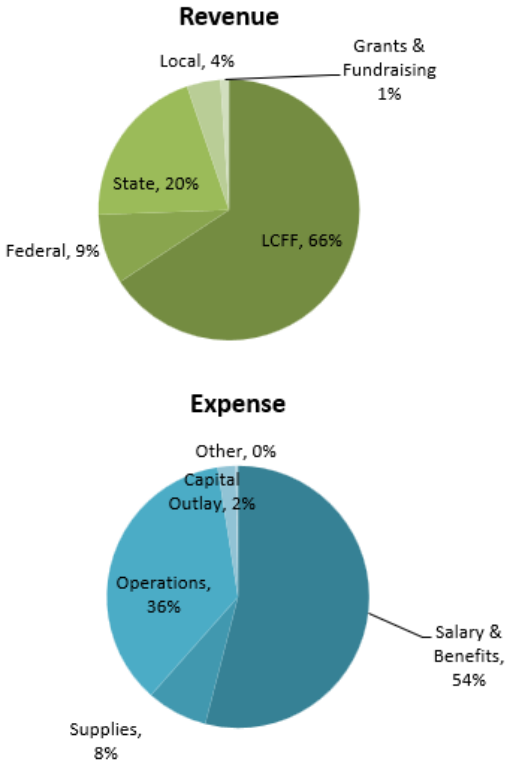
	Burlington	Kayne Siart	Castellanos	Eisner	Cisneros	Dalzell Lance
Enrollment	603	709	458	273	443	505
ADA %	95.0%	94.0%	92.0%	94.0%	93.0%	94.0%

- COLA: 2.30%
- $4.6MM of one-time funds

CNCA 2025-26 Budget

	2024-25	2025-26 Budget
Total Enrollment	3,001	2,991
ADA	2,814.03	2,803.98
% Unduplicated Low Income, EL, Foster Youth	96.03%	96.70%
INCOME		
8011-8098 · Local Control Funding Formula Sources	43,206,059	44,178,393
8100-8299 · Federal Revenue	7,652,737	5,853,600
8300-8599 · Other State Revenue	13,065,324	13,691,308
8600-8799 · Other Local Revenue	3,552,875	2,803,061
Grants/Fundraising	1,124,649	706,216
8999 · Other Prior Year Adjustment	163,404	-
TOTAL INCOME	**68,765,049**	**67,232,578**
EXPENSE		
1000 · Certificated Salaries	17,990,807	19,073,525
2000 · Classified Salaries	7,402,328	8,043,735
3000 · Employee Benefits	8,235,307	8,938,829
4000 · Supplies	5,230,695	5,017,994
5000 · Operating Services	26,770,801	24,014,516
6000 · Capital Outlay	1,462,000	1,482,976
7000 · Other Outgo	186,664	178,368
TOTAL EXPENSE	**67,278,601**	**66,749,943**
NET INCOME	**1,486,448**	**482,635**
Ending Cash Balance	23,295,529	22,655,954

2025-26 Revenue and Expense By Category



CNCA One-Time Funds Summary

CNCA Consolidated - One-Time Funds

Funding Source	Deadline	Allocation	21/22 Spent	22/23 Spent	23/24 Spent	24/25 Spent	Balance	25/26 Budget	Balance
Educator Effectiveness - 6266	6/30/2026	660,335	254,670	123,798	40,127	50,804	190,936	804	190,132
TK Planning Grant - 6053	6/30/2026	512,563	20,000	68,417	101,317	88,553	234,275	234,275	-
A-G Grants (Access/Success & Learning Loss Mitigation) - 7412/7413	6/30/2026	393,496	-	18,291	-	221,811	153,394	103,580	49,814
Arts & Music Block Grant - 6762	6/30/2026	1,696,871	-	-	-	855,446	841,425	825,016	16,409
Learning Recovery Block Grant - 7435	6/30/2028	5,153,921	-	394,216	177,809	960,030	3,621,867	1,445,124	2,176,743
Literacy Coaches & Reading Specialists - 6211	6/30/2027	1,832,921	-	-	306,301	678,995	847,624	560,660	286,965
Ethnic Studies Local Support		12,988	-	-	-	-	12,988	-	12,988
Antibias Education Grant - 6318	3/31/2026	681,488	-	125,935	41,866	120,097	393,591	128,328	265,263
College and Career Access Pathways Grant - 7339	6/30/2028	100,000	-	-	-	-	100,000	-	100,000
		11,044,583	**274,670**	**730,657**	**667,420**	**2,975,736**	**6,396,101**	**3,297,787**	**3,098,314**

Summary per school site

	Allocation	21/22 Spent	22/23 Spent	23/24 Spent	24/25 Spent	Balance	25/26 Budget	Balance
Burlington	2,406,667	67,878	36,187	181,401	588,664	1,532,538	678,475	854,062
Kayne Siart	2,496,830	56,537	305,539	117,745	749,357	1,267,653	706,599	561,054
Castellanos	1,975,100	38,201	71,330	84,500	416,393	1,364,676	610,254	754,422
Eisner	676,506	21,672	13,421	1,385	152,970	487,057	342,128	144,928
Cisneros	1,596,164	49,177	134,745	278,542	434,382	699,319	465,609	233,710
Dalzell Lance	1,893,316	41,206	169,435	3,847	633,970	1,044,858	494,721	550,137
	11,044,583	**274,670**	**730,657**	**667,420**	**2,975,736**	**6,396,101**	**3,297,787**	**3,098,314**

Items not included in 2025-26 Budget

Based on School Services of California's recommendation, the 2.30% COLA is reflected on the budgets, but other items are less likely to be in the final adopted budget. As such, these items are not included in the 2025-26 budgets for Camino

Next Steps for 2025-26 Budget Development

- The only proposal codified in Education Code is the statutory COLA—OK to include in local budget
  - The following are still subject to negotiations between the Governor and Legislature

Proposal	SSC Advice	Risk Level	Risk of Including in Your Adopted Budget
2.30% COLA	Yes	Very Little	Statutory COLA is a known number as of April 2025
LREBG Additional Funding	No	Lower	Lower than others, but still subject to negotiation
TK Ratio LCFF Add-On	No	High	Amount decreased from January
Discretionary Block Grant	No	High	Amount decreased and the allocation method, allowable uses, and amount may change again before the budget is enacted
Teacher Preparation and Professional Development	No	High	Amounts have been reduced and repurposed since January
Universal ELO-P 55% Threshold	No	Lower	Lower than others, but still subject to negotiation

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Camino Nuevo Charter Academy - Consolidated
2025-26 Budget by Site
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	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Consolidated		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy - Consolidated	
	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast	2024-25	2025-26 Forecast
Enrollment	600	603	694	709	743	731	462	443	502	505	-	-	3,001	2,991
ADA	573.73	572.85	651.98	666.46	680.84	677.98	433.64	411.99	473.84	474.70	-	-	2,814.03	2,803.98
ADA %	-	95.00%	-	94.00%	-	93.00%	-	93.00%	-	94.00%	-	-	-	93.75%
UPP	0.00%	99.67%	-	95.11%	-	94.74%	-	94.74%	-	98.94%	-	0.00%	96.03%	96.70%
Income														
8011-8098 · Local Control Funding Formula Sources														
8011 Local Control Funding Formula	5,177,510	5,344,466	5,704,604	6,066,364	6,197,952	6,201,800	4,087,281	3,706,465	6,334,876	6,395,810	-	-	27,502,224	27,714,906
8012 Education Protection Account	1,132,911	1,157,190	1,291,385	1,350,427	1,228,714	1,363,609	668,753	833,297	94,768	94,940	-	-	4,416,530	4,799,463
8019 Local Control Funding Formula - Prior Year	(36,734)	-	(40,635)	-	(68,980)	-	(29,180)	-	(29,530)	-	-	-	(205,059)	-
8096 In Lieu of Property Taxes	2,386,608	2,382,947	2,712,113	2,772,347	2,746,552	2,820,268	1,657,697	1,713,800	1,811,372	1,974,662	-	-	11,314,342	11,664,024
8098 In Lieu of Property Taxes, Prior Year	36,736	-	40,633	-	41,946	-	29,180	-	29,528	-	-	-	178,023	-
Total 8011-8098 · Local Control Funding Formula Sources	**8,697,030**	**8,884,603**	**9,708,100**	**10,189,138**	**10,146,184**	**10,385,677**	**6,413,732**	**6,253,563**	**8,241,014**	**8,465,412**	**-**	**-**	**43,206,059**	**44,178,393**
8100-8299 · Federal Revenue														
8181 Special Education - Federal (IDEA)	146,370	149,296	166,369	173,693	173,691	176,695	110,633	107,373	120,863	123,716	-	-	717,926	730,773
8221 Child Nutrition - Federal	575,570	576,119	368,233	370,465	531,132	525,754	229,541	213,879	217,520	215,970	-	-	1,921,996	1,902,187
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	262,861	262,861	274,320	274,320	302,155	302,155	220,096	220,096	234,906	234,906	-	-	1,294,338	1,294,338
8292 Title II	26,687	26,687	30,793	30,793	32,380	32,380	21,781	21,781	25,761	25,761	-	-	137,402	137,402
8294 Title III	53,142	46,760	42,071	42,983	47,932	45,848	23,445	22,143	11,723	11,202	-	-	178,312	168,934
8295 Title IV, SSAE	20,948	20,948	20,421	20,421	24,079	24,079	19,003	19,003	15,558	15,558	-	-	100,009	100,009
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	1,199,367	437,100	552,513	338,946	994,089	437,101	430,381	306,810	126,404	-	-	-	3,302,754	1,519,957
Total 8100-8299 · Other Federal Income	**2,284,945**	**1,519,770**	**1,454,719**	**1,251,620**	**2,105,458**	**1,544,012**	**1,054,880**	**911,085**	**752,734**	**627,112**	**-**	**-**	**7,652,737**	**5,853,600**
8300-8599 · Other State Revenue														
8520 Child Nutrition - State	136,177	135,449	101,242	100,535	120,109	116,358	64,454	59,215	58,948	57,725	-	-	480,931	469,283
8550 Mandate Block Grant	11,428	11,774	12,641	13,380	13,148	13,972	9,077	8,899	25,531	27,029	-	-	71,825	75,053
8561 State Lottery - Non Prop 20	114,526	114,279	130,011	132,953	135,830	135,251	86,655	82,189	94,334	94,699	-	-	561,356	559,371
8562 State Lottery - Prop 20	49,168	49,062	55,816	57,079	58,314	58,066	37,203	35,285	40,499	40,656	-	-	241,001	240,149
8560 Lottery Revenue	163,695	163,341	185,827	190,033	194,144	193,318	123,858	117,474	134,833	135,355	-	-	802,357	799,520
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	358,049	318,266	-	-	169,448	150,621	-	-	312,244	277,587	-	-	839,742	746,474
8592 State Mental Health	46,426	46,355	52,770	53,930	55,092	54,862	35,091	33,338	38,336	38,413	-	-	227,715	226,898
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	1,768,318	1,525,988	1,394,123	1,441,265	1,560,493	1,849,837	997,027	848,578	-	-	-	-	5,719,960	5,665,669
8596 Prop 28 Arts & Music	-	-	-	-	4,305	170,573	55,437	91,457	-	-	-	-	59,743	262,029
8599 State Revenue - Other	1,389,882	1,485,349	824,178	789,095	594,231	1,014,198	485,120	608,492	755,709	735,317	-	-	4,049,120	4,632,452
Total 8300-8599 · Other State Income	**4,077,458**	**3,890,005**	**2,774,264**	**2,791,721**	**2,914,454**	**3,767,221**	**1,973,547**	**1,970,936**	**1,325,601**	**1,271,426**	**-**	**-**	**13,065,324**	**13,691,308**
8600-8799 · Other Local Revenue														
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	14,000	-	-	-	12,383	-	-	-	-	-	-	-	26,383	-
8660 Interest & Dividend Income	173,000	25,000	160,000	25,000	174,300	35,000	151,000	25,000	147,000	25,000	-	-	805,300	135,000
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	362,605	280,961	27,489	36,553	228,755	104,270	408,716	221,210	57,978	48,222	-	-	1,085,543	691,216
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	160	-	652	-	188	-	12,804	-	25,301	15,000	-	-	39,106	15,000
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	12,480	12,480	10,042	10,042	20,066	20,066	10,080	10,080	12,150	12,150	-	-	64,818	64,818
8698 SELPA Grants	21,052	-	24,558	-	13,109	-	15,491	-	12,923	-	-	-	87,134	-
8699 All Other Local Revenue	1,228	-	21,894	-	7,559	-	1,042	-	7,077	-	-	-	38,799	-
8792 Transfers of Apportionments - Special Education	515,904	531,840	586,393	618,748	612,200	629,443	389,942	382,496	426,001	440,716	-	-	2,530,440	2,603,243
Total 8600-8799 · Other Income-Local	**1,100,429**	**850,280**	**831,028**	**690,343**	**1,068,562**	**788,780**	**989,075**	**638,786**	**688,430**	**541,088**	**-**	**-**	**4,677,525**	**3,509,277**
Prior Year Adjustments														
8999 Other Prior Year Adjustment	36,685	-	35,606	-	39,431	-	28,768	-	22,913	-	-	-	163,404	-
Total Prior Year Adjustments	**36,685**	**-**	**35,606**	**-**	**39,431**	**-**	**28,768**	**-**	**22,913**	**-**	**-**	**-**	**163,404**	**-**
TOTAL INCOME	**16,196,548**	**15,144,659**	**14,803,717**	**14,922,822**	**16,274,088**	**16,485,690**	**10,460,002**	**9,774,369**	**11,030,693**	**10,905,039**	**-**	**-**	**68,765,049**	**67,232,578**
Expense														

	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Consolidated		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy - Consolidated	
1000 · Certificated Salaries														
1110 Teachers' Salaries	2,188,184	2,257,526	2,640,194	2,799,154	2,589,658	2,981,982	1,813,582	1,796,474	2,075,060	2,112,602	-	-	11,306,678	11,947,739
1120 Teachers' Hourly	-	-	61,315	59,200	128,003	119,140	2,940	59,200	-	-	-	-	192,258	237,540
1170 Teachers' Salaries - Substitute	168,359	117,565	186,880	168,728	119,138	144,430	54,619	61,250	82,072	115,165	-	-	611,068	607,138
1175 Teachers' Salaries - Stipend/Extra Duty	191,728	186,470	165,161	138,700	170,210	227,122	155,733	210,160	161,813	144,000	-	-	844,645	906,452
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	70,512	80,520	82,130	93,809	82,692	95,307	59,019	57,926	58,489	66,719	-	-	352,842	394,282
1299 Certificated Pupil Support - Other	217,458	258,325	164,783	210,959	165,903	214,329	118,415	130,264	117,353	150,039	-	-	783,912	963,916
1300 Certificated Supervisors' & Administrators' Salaries	823,986	897,386	700,646	755,517	1,029,071	987,788	538,968	539,624	806,733	836,143	-	-	3,899,404	4,016,458
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**3,660,228**	**3,797,793**	**4,001,110**	**4,226,067**	**4,284,674**	**4,770,098**	**2,743,275**	**2,854,899**	**3,301,519**	**3,424,668**	**-**	**-**	**17,990,807**	**19,073,525**
2000 · Classified Salaries														
2111 Instructional Aide & Other Salaries	643,235	569,379	563,148	592,385	498,171	603,348	423,801	436,747	286,399	315,376	-	-	2,414,754	2,517,233
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	23,038	51,600	-	-	23,038	51,600
2131 Classified Teacher Salaries	275,303	218,044	99,680	82,178	154,287	212,565	53,848	20,597	-	-	-	-	583,118	533,384
2200 Classified Support Salaries	231,859	218,835	137,934	159,567	202,253	212,760	116,031	122,775	115,516	111,624	-	-	803,593	825,561
2300 Classified Supervisors' & Administrators' Salaries	64,627	65,526	89,744	114,521	25,330	25,430	17,718	15,456	52,771	55,332	-	-	250,190	276,265
2400 Classified Office Staff Salaries	297,605	325,703	233,321	247,268	349,050	462,793	247,502	259,657	289,980	281,657	-	-	1,417,458	1,577,078
2900 Other Classified Salaries	346,979	395,548	405,124	477,522	479,031	557,565	355,928	368,221	323,115	463,759	-	-	1,910,178	2,262,615
Total 2000 · Classified Salaries	**1,859,608**	**1,793,035**	**1,528,951**	**1,673,440**	**1,708,122**	**2,074,460**	**1,214,828**	**1,223,452**	**1,090,818**	**1,279,348**	**-**	**-**	**7,402,328**	**8,043,735**
3000 · Employee Benefits														
3111 STRS - State Teachers Retirement System	654,255	725,378	758,524	807,179	809,583	911,089	526,585	545,286	637,316	654,112	-	-	3,386,263	3,643,043
3212 PERS - Public Employee Retirement System	536,362	480,713	399,413	448,649	447,714	556,163	319,238	328,008	283,503	342,993	-	-	1,986,230	2,156,525
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	124,981	111,168	94,276	103,753	105,124	128,617	73,228	75,854	67,769	79,320	-	-	465,378	498,712
3331 MED - Medicare	78,512	81,067	78,641	85,543	85,687	99,246	56,623	59,136	63,492	68,208	-	-	362,954	393,200
3401 H&W - Health & Welfare	395,918	409,319	399,561	424,364	416,932	479,179	280,809	287,128	390,831	384,377	-	-	1,884,052	1,984,368
3501 SUI - State Unemployment Insurance	2,024	2,795	2,042	2,950	2,226	3,422	1,452	2,039	1,631	2,352	-	-	9,375	13,559
3601 Workers' Compensation Insurance	49,945	52,611	52,242	57,961	50,254	59,638	34,324	36,782	38,095	42,430	-	-	224,860	249,422
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	9	-	11	-	11	-	140	-	(55)	-	-	-	116	-
3902 Other Benefits	(15,285)	-	(12,280)	-	(7,704)	-	(15,716)	-	(32,935)	-	-	-	(83,920)	-
Total 3000 · Employee Benefits	**1,826,721**	**1,863,052**	**1,772,430**	**1,930,399**	**1,909,826**	**2,237,354**	**1,276,683**	**1,334,232**	**1,449,647**	**1,573,792**	**-**	**-**	**8,235,307**	**8,938,829**
4000 · Supplies														
4111 Core Curricula Materials	124,264	156,580	118,860	148,234	224,662	195,501	125,260	54,580	60,266	62,141	-	-	653,312	617,036
4211 Books & Other Reference Materials	19,035	3,000	6,354	5,000	6,852	6,700	18,805	3,000	15,000	15,000	-	-	66,046	32,700
4311 Student Materials	94,333	83,222	97,870	81,563	65,248	94,859	67,203	65,285	83,555	98,643	-	-	408,210	423,572
4351 Office Supplies	12,675	12,000	21,600	21,600	25,020	25,020	15,600	13,800	18,000	18,000	-	-	92,895	90,420
4371 Custodial Supplies	54,000	59,400	40,800	44,880	55,000	52,800	33,600	36,960	45,600	57,660	-	-	229,000	251,700
4391 Food (Non Nutrition Program)	36,200	27,000	20,900	20,900	43,100	34,073	13,195	8,895	35,434	28,934	-	-	148,829	119,802
4392 Uniforms	5,000	5,000	2,600	2,600	15,926	11,251	2,000	2,000	22,170	7,500	-	-	47,697	28,351
4393 PE & Sports Equipment	7,500	5,000	-	-	5,100	3,800	3,000	3,000	5,300	2,500	-	-	20,900	14,300
4395 Before & After School Program Supplies	297,625	230,500	119,225	186,000	185,217	333,200	88,225	70,500	5,500	7,000	-	-	695,792	827,200
4399 All Other Supplies	11,198	12,184	19,106	20,889	29,411	29,530	23,222	14,604	48,479	47,165	-	-	131,416	124,371
4411 Non Capitalized Equipment	226,496	70,000	152,371	171,900	302,303	35,350	14,854	44,800	118,300	130,220	-	-	814,324	452,270
4711 Nutrition Program Food & Supplies	526,487	608,260	391,843	405,605	518,231	550,019	274,540	241,233	211,172	231,156	-	-	1,922,273	2,036,272
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**1,414,813**	**1,272,145**	**991,530**	**1,109,170**	**1,476,072**	**1,372,104**	**679,504**	**558,656**	**668,777**	**705,919**	**-**	**-**	**5,230,695**	**5,017,994**
5000 · Operating Services														
5211 Travel & Conferences	23,557	10,397	27,503	11,268	20,172	10,413	16,482	6,553	30,535	32,035	-	-	118,249	70,667
5311 Dues & Memberships	35,572	38,286	28,609	31,480	15,965	19,105	17,379	18,577	32,263	34,775	-	-	129,788	142,223
5451 General Insurance	-	-	-	-	58,091	61,489	-	-	1,904	1,904	-	-	59,995	63,393
5511 Utilities	199,206	223,362	144,635	163,883	234,063	264,634	182,191	207,219	178,104	201,541	-	-	938,199	1,060,639
5521 Security Services	144,786	153,233	2,027	1,500	5,286	3,000	1,879	1,500	90,657	94,467	-	-	244,635	253,700
5531 Housekeeping Services	139,515	105,150	185,020	93,845	173,505	103,397	240,425	131,280	120,897	92,645	-	-	859,363	526,318
5599 Other Facility Operations & Utilities	83,019	86,778	69,954	79,580	205,212	149,623	199,577	116,399	72,719	82,630	-	-	630,483	515,010
5611 School Rent - Private Facility	466,467	466,467	-	-	220,833	220,833	-	-	420,489	420,489	-	-	1,107,788	1,107,788
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	238,857	45,000	13,795	11,795	99,492	26,487	2,716	-	202,563	70,025	-	-	557,423	153,307
5621 Equipment Lease	80,501	52,441	35,843	29,755	67,272	67,184	25,199	25,035	57,353	57,353	-	-	266,169	231,768
5631 Vendor Repairs	324,504	275,054	225,724	193,571	180,899	201,773	248,100	219,058	199,300	179,750	-	-	1,178,527	1,069,205
5812 Field Trips & Pupil Transportation	328,500	235,000	279,050	207,700	229,590	257,590	184,161	114,161	138,338	138,341	-	-	1,159,639	952,792
5821 Legal	13,395	-	100,221	35,000	8,096	-	33,760	-	13,572	-	-	-	169,044	35,000
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	17,904	10,404	19,539	10,404	34,924	25,404	24,360	6,500	19,704	10,000	-	-	116,431	62,712
5841 Contracted Substitute Teachers	156,989	15,000	119,090	9,570	221,917	9,560	70,092	9,280	107,641	12,240	-	-	675,729	55,650
5842 Special Education Services	279,069	282,890	642,074	592,635	307,961	240,350	501,511	300,080	232,100	255,310	-	-	1,962,714	1,671,265
5843 Non Public School	-	-	94,318	-	119,846	125,838	179,451	184,835	-	-	-	-	393,615	310,673

	Camino Nuevo Charter Academy - Burlington		Camino Nuevo Charter Academy #2		Camino Nuevo Charter Academy #3 - Consolidated		Camino Nuevo Charter Academy #4 - Cisneros		CNHS #2 - Dalzell Lance High School		Central Administration		Camino Nuevo Charter Academy - Consolidated	
5844 After School Services	203,483	203,483	203,483	203,483	203,483	203,483	203,483	203,483	-	-	-	-	813,931	813,931
5849 Other Student Instructional Services	1,885,234	1,826,988	946,543	1,085,654	1,229,650	1,286,088	696,828	675,505	340,381	257,707	-	-	5,098,637	5,131,942
5852 PD Consultants & Tuition	197,174	89,837	195,630	91,045	217,161	135,567	57,669	70,265	53,085	49,926	-	-	720,719	436,640
5854 Nursing & Medical (Non-IEP)	4,100	4,100	7,600	7,600	9,810	9,810	4,600	4,600	2,000	2,000	-	-	28,110	28,110
5859 All Other Consultants & Services	348,740	208,539	244,022	239,933	313,174	266,848	190,690	159,495	147,823	137,669	-	-	1,244,449	1,012,484
5861 Non Instructional Software	118,428	91,227	118,872	118,918	136,665	121,634	93,997	74,739	96,398	82,348	-	-	564,359	488,865
5865 Fundraising Cost	-	-	4,598	-	-	-	1,697	-	3,327	-	-	-	9,622	-
5871 District Oversight Fees	86,970	88,846	97,081	101,891	101,732	103,857	64,137	62,536	82,410	84,654	-	-	432,331	441,784
5872 Special Education Fees (SELPA)	132,455	136,227	150,552	158,488	157,178	161,228	100,115	97,974	109,373	112,887	-	-	649,673	666,803
5881 Intra-Agency Fees	1,328,568	1,347,418	1,390,355	1,452,987	1,494,178	1,521,354	930,420	906,644	1,169,085	1,193,476	-	-	6,312,607	6,421,880
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	865	-	691	-	11	-	-	-	639	-	-	-	2,206	-
5899 All Other Expenses	17,885	20,198	21,048	14,221	20,968	21,245	14,093	16,330	22,700	17,625	-	-	96,694	89,619
5911 Office Phone	17,820	17,820	16,620	16,620	28,956	28,956	12,876	12,876	16,063	16,063	-	-	92,335	92,335
5913 Mobile Phone	768	768	572	-	1,248	1,248	1,200	1,200	840	840	-	-	4,628	4,056
5921 Internet	15,600	15,600	12,552	12,552	25,083	25,083	12,600	12,600	15,188	15,188	-	-	81,023	81,023
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	800	1,250	1,250	6,324	6,324	2,000	2,000	5,000	5,000	-	-	15,374	15,374
5999 Other Communications	8,247	2,196	8,164	1,740	8,223	1,164	5,865	1,236	5,813	1,224	-	-	36,311	7,560
Total 5000 · Operating Services	**6,898,976**	**6,053,510**	**5,407,034**	**4,978,368**	**6,156,970**	**5,680,568**	**4,319,555**	**3,641,958**	**3,988,265**	**3,660,111**	**-**	**-**	**26,770,801**	**24,014,516**
6000 · Capital Outlay														
6901 Depreciation Expense	207,565	284,328	692,545	677,169	216,836	215,778	139,077	122,156	205,977	183,544	-	-	1,462,000	1,482,976
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**207,565**	**284,328**	**692,545**	**677,169**	**216,836**	**215,778**	**139,077**	**122,156**	**205,977**	**183,544**	**-**	**-**	**1,462,000**	**1,482,976**
7000 · Other Outgo														
7438 Interest Expense	-	-	186,664	178,368	-	-	-	-	-	-	-	-	186,664	178,368
Total 7000 · Other Outgo	**-**	**-**	**186,664**	**178,368**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**186,664**	**178,368**
TOTAL EXPENSE	**15,867,910**	**15,063,863**	**14,580,264**	**14,772,982**	**15,752,501**	**16,350,362**	**10,372,922**	**9,735,354**	**10,705,003**	**10,827,383**	**-**	**-**	**67,278,601**	**66,749,943**
NET INCOME	**328,638**	**80,796**	**223,453**	**149,840**	**521,587**	**135,328**	**87,080**	**39,015**	**325,690**	**77,656**	**-**	**-**	**1,486,448**	**482,635**
Beginning Cash Balance	7,049,322	4,451,870	4,817,245	4,392,537	8,191,901	7,349,806	4,400,372	2,875,510	3,807,501	4,053,997	1,432,023	171,809	29,698,364	23,295,529
Cash Flow from Operating Activities					-	-								
Net Income	328,638	80,796	223,453	149,840	521,587	135,328	87,080	39,015	325,690	77,656	-	-	1,486,448	482,635
Change in Accounts Receivable					-	-								
Prior Year Accounts Receivable	2,112,657	1,959,486	467,594	1,498,025	1,762,328	1,942,628	340,874	1,447,446	1,195,213	903,814	-	-	5,878,666	7,751,399
Current Year Accounts Receivable	(1,959,486)	(1,739,837)	(1,498,025)	(1,473,057)	(1,942,628)	(1,678,599)	(1,447,446)	(1,157,258)	(903,814)	(1,006,995)	-	-	(7,751,399)	(7,055,745)
Change in Due from	(1,055)	-	36,243	-	(141,125)	-	(282)	-	15,970	-	1,893	-	(88,356)	-
Change in Accounts Payable	(519,786)	(21,264)	2,875	(12,493)	(35,458)	(33,685)	(25,052)	(23,799)	(11,491)	(10,916)	(7,571)	(7,192)	(596,482)	(109,349)
Change in Due to	45,821	(82,730)	1,206,252	(153,458)	185,793	(229,821)	148,992	(172,337)	316,734	(346,908)	(1,332,632)	-	570,960	(985,254)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	87,129	-	118,785	-	102,542	-	58,397	-	72,490	-	94,748	-	534,091	-
Change in Current Lease Payable		7,149		-	-	-								
Change in Lease Assets		162,631		-	-	-								
Change in Prepaid Expenditures	(20,617)	(71,120)	(15,800)	(57,692)	(33,939)	(130,328)	(7,039)	(32,902)	(18,149)	(68,564)	(16,652)	(93,631)	(112,194)	(454,236)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(1,641,790)	(285,874)	(1,060,029)	(197,056)	(921,803)	(232,085)	(763,676)	(69,080)	(592,611)	(73,532)	-	-	(4,979,909)	(857,626)
Change in Other Long Term Assets	176,181	-	9,554	-	97,739	-	9,816	-	150,180	-	-	-	443,470	-
Change in Other Long Term Liabilities	(226,608)	-	-	-	(107,211)	-	-	-	(195,475)	-	-	-	(529,294)	-
Change in OPEB / Net Pension Liability		-		-	-	-								
Change in Long Term Lease Liabilities		(233,757)		-	-	-								
Depreciation Expense	207,565	284,328	692,545	677,169	216,836	215,778	139,077	122,156	205,977	183,544	-	-	1,462,000	1,482,976
Cash Flow from Investing Activities					-	-								
Capital Expenditures	(1,186,101)	-	(195,427)	-	(546,755)	(264,000)	(65,604)	(60,000)	(314,219)	-	-	-	(2,308,106)	(324,000)
Cash Flow from Financing Activities					-	-								
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(412,730)	(421,026)	-	-	-	-	-	-	-	-	(412,730)	(421,026)
Ending Cash Balance	4,451,870	4,511,679	4,392,537	4,402,789	7,349,806	7,075,022	2,875,510	2,968,751	4,053,997	3,712,098	171,809	70,986	23,295,529	22,805,302
5% Reserve Goal	793,396	753,193	729,013	738,649	787,625	817,518	518,646	486,768	535,250	541,369	-	-	3,363,930	3,337,497
Operating Income	536,203	365,124	915,998	827,009	738,424	351,106	226,157	161,171	531,667	261,201	-	-	2,948,448	1,965,611
EBITDA	536,203	365,124	1,102,662	1,005,377	738,424	351,106	226,157	161,171	531,667	261,201	-	-	3,135,111	2,143,979
Net Income as a Percent of Expenses	2.1%	0.5%	1.5%	1.0%	3.3%	0.8%	0.8%	0.4%	3.0%	0.7%			2.2%	0.7%
Ending Cash as a Percent of Expenses	28.1%	30.0%	30.1%	29.8%	46.7%	43.3%	27.7%	30.5%	37.9%	34.3%			34.6%	34.2%

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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	2025-26 Trend	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Actuals as of 4/30/2025 Accrual	FORECAST Jul-25 - Jun-26
# of School Days in Month		0	15	20	20	15	10	17	19	20	17	21	9		183
Enrollment	2,991														2,991
Unduplicated Pupil Percentage	97.66%														97.66%
ADA	2,803.98														2,803.98
ADA Rate	93.75%														93.75%
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula	27,714,906	1,371,486	1,371,486	2,468,676	2,468,676	2,468,676	2,468,676	2,468,676	2,525,711	2,525,711	2,525,711	2,525,711	-	2,525,711	27,714,906
8012 Education Protection Account	4,799,463	-	-	-	1,205,317	-	-	1,205,317	-	-	1,188,962	-	-	1,199,866	4,799,463
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	11,664,024	702,350	1,404,700	936,466	936,466	936,466	936,466	936,466	1,624,881	812,440	812,440	812,440	812,440	-	11,664,024
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 · Local Control Funding Formula Sources	**44,178,393**	**2,073,836**	**2,776,186**	**3,405,142**	**4,610,459**	**3,405,142**	**3,405,142**	**4,610,459**	**4,150,592**	**3,338,151**	**4,527,114**	**3,338,151**	**812,440**	**3,725,577**	**44,178,393**
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)	730,773	44,004	88,007	58,671	58,671	58,671	58,671	58,671	101,802	50,901	50,901	50,901	50,901	-	730,773
8221 Child Nutrition - Federal	1,902,187	-	-	-	-	155,917	207,889	207,889	155,917	103,945	176,706	197,495	207,889	488,540	1,902,187
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	1,294,338	-	-	-	-	-	-	323,585	-	-	323,585	-	-	647,169	1,294,338
8292 Title II	137,402	-	-	-	-	-	-	34,351	-	-	34,351	-	-	68,701	137,402
8294 Title III	168,934	-	-	-	-	-	-	42,234	-	-	42,234	-	-	84,467	168,934
8295 Title IV, SSAE	100,009	-	-	-	-	-	-	25,002	-	-	25,002	-	-	50,005	100,009
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	1,519,957	-	-	-	-	-	-	-	-	-	1,139,967	-	-	379,989	1,519,957
Total 8100-8299 · Other Federal Income	**5,853,600**	**44,004**	**88,007**	**58,671**	**58,671**	**214,588**	**266,561**	**691,731**	**257,719**	**154,846**	**1,792,745**	**248,396**	**258,790**	**1,718,871**	**5,853,600**
8300-8599 · Other State Revenue															
8520 Child Nutrition - State	469,283	-	-	-	-	38,466	51,288	51,288	38,466	25,644	43,595	48,723	51,288	120,526	469,283
8550 Mandate Block Grant	75,053	-	-	-	-	-	75,053	-	-	-	-	-	-	-	75,053
8561 State Lottery - Non Prop 20	559,371	-	-	-	-	-	-	139,843	-	-	139,843	-	-	279,686	559,371
8562 State Lottery - Prop 20	240,149	-	-	-	-	-	-	-	-	-	-	-	-	240,149	240,149
8560 Lottery Revenue	799,520	-	-	-	-	-	-	139,843	-	-	139,843	-	-	519,834	799,520
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	746,474	-	-	-	-	-	-	373,237	-	-	186,618	-	-	186,618	746,474
8592 State Mental Health	226,898	11,345	11,345	20,421	20,421	20,421	20,421	20,421	20,421	20,421	20,421	20,421	-	20,421	226,898
8593 After School Education & Safety	813,931	-	-	-	-	529,055	-	-	-	-	203,483	-	-	81,393	813,931
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	5,665,669	1,147,345	283,283	509,910	509,910	509,910	509,910	509,910	509,910	509,910	509,910	509,910	-	(354,151)	5,665,669
8596 Prop 28 Arts & Music	262,029	950,160	13,101	23,583	23,583	23,583	23,583	23,583	23,583	23,583	23,583	23,583	-	(913,476)	262,029
8599 State Revenue - Other	4,632,452	5,007,443	-	-	-	3,011,094	-	-	-	-	1,158,113	-	-	(4,544,198)	4,632,452
Total 8300-8599 · Other State Income	**13,691,308**	**7,116,293**	**307,730**	**553,914**	**553,914**	**4,132,528**	**680,254**	**1,118,281**	**592,379**	**579,557**	**2,285,565**	**602,637**	**51,288**	**(4,883,032)**	**13,691,308**
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	135,000	-	1,381	915	981	2,418	29,293	564	9,453	-	38,965	25,515	25,515	-	135,000
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	691,216	40,548	7,380	-	4,560	-	22,518	39,437	1,038	908	10,709	505	24,694	538,918	691,216
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	15,000	4	363	808	3,463	1,913	496	4,946	1,072	1,894	40	-	-	1	15,000
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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Actuals as of 4/30/2025

	2025-26 Trend	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26
8697 E-Rate	64,818	44	-	0	-	-	-	-	-	-	-	30,150	30,150	4,474	64,818
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	2,603,243	156,754	313,509	209,006	209,006	209,006	209,006	209,006	362,650	181,325	181,325	181,325	181,325	-	2,603,243
Total 8600-8799 · Other Income-Local	**3,509,277**	**197,350**	**322,633**	**210,729**	**218,010**	**213,336**	**261,314**	**253,952**	**374,214**	**184,127**	**231,039**	**237,496**	**261,685**	**543,393**	**3,509,277**
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	**67,232,578**	**9,431,482**	**3,494,556**	**4,228,456**	**5,441,054**	**7,965,595**	**4,613,270**	**6,674,424**	**5,374,904**	**4,256,682**	**8,836,463**	**4,426,680**	**1,384,203**	**1,104,808**	**67,232,578**
Expense															
1000 · Certificated Salaries															
1110 Teachers' Salaries	11,947,739	-	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	1,086,158	-	11,947,739
1120 Teachers' Hourly	237,540	-	12,980	25,961	25,961	19,470	12,980	22,067	24,663	25,961	22,067	27,259	18,172	-	237,540
1170 Teachers' Salaries - Substitute	607,138	-	33,177	66,354	66,354	49,765	33,177	56,401	63,036	66,354	56,401	69,672	46,448	-	607,138
1175 Teachers' Salaries - Stipend/Extra Duty	906,452	157,281	121,421	20,641	20,641	16,121	195,155	17,929	19,737	20,641	17,929	21,545	277,412	-	906,452
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	394,282	32,857	32,857	32,857	32,857	32,857	32,857	32,857	32,857	32,857	32,857	32,857	32,857	-	394,282
1299 Certificated Pupil Support - Other	963,916	71,354	80,762	81,110	81,458	80,414	81,458	81,110	80,414	81,110	81,110	80,762	81,110	1,741	963,916
1300 Certificated Supervisors' & Administrators' Salaries	4,016,458	332,065	334,036	334,036	334,036	334,036	339,036	334,036	334,036	334,036	334,036	334,036	339,036	-	4,016,458
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**19,073,525**	**593,557**	**1,701,391**	**1,647,116**	**1,647,464**	**1,618,821**	**1,780,822**	**1,630,557**	**1,640,900**	**1,647,116**	**1,630,557**	**1,652,288**	**1,881,193**	**1,741**	**19,073,525**
2000 · Classified Salaries															
2111 Instructional Aide & Other Salaries	2,517,233	19,198	143,544	264,147	264,983	201,554	162,266	227,594	250,291	264,147	227,594	275,495	212,242	4,180	2,517,233
2121 After School Staff Salaries	51,600	-	2,820	5,639	5,639	4,230	2,820	4,793	5,357	5,639	4,793	5,921	3,948	-	51,600
2131 Classified Teacher Salaries	533,384	31,256	41,359	51,461	51,461	38,596	25,731	43,742	48,888	51,461	43,742	54,034	51,651	-	533,384
2200 Classified Support Salaries	825,561	52,014	65,204	71,467	74,139	63,745	69,388	70,041	65,646	71,467	70,041	69,269	69,777	13,364	825,561
2300 Classified Supervisors' & Administrators' Salaries	276,265	18,558	21,600	24,218	24,430	22,591	22,024	23,496	23,553	24,218	23,496	24,247	22,774	1,060	276,265
2400 Classified Office Staff Salaries	1,577,078	107,531	126,154	135,002	138,675	125,069	133,499	133,450	127,140	135,002	133,450	131,847	131,897	18,362	1,577,078
2900 Other Classified Salaries	2,262,615	107,571	163,210	210,575	214,712	179,077	168,265	196,641	197,656	210,575	196,641	211,082	185,926	20,685	2,262,615
Total 2000 · Classified Salaries	**8,043,735**	**336,127**	**563,890**	**762,509**	**774,039**	**634,862**	**583,992**	**699,757**	**718,531**	**762,509**	**699,757**	**771,896**	**678,214**	**57,651**	**8,043,735**
Total 1000-2000 · Salaries	**27,117,260**	**929,685**	**2,265,281**	**2,409,625**	**2,421,504**	**2,253,684**	**2,364,814**	**2,330,314**	**2,359,432**	**2,409,625**	**2,330,314**	**2,424,184**	**2,559,407**	**59,392**	**27,117,260**
3000 · Employee Benefits															
3111 STRS - State Teachers Retirement System	3,643,043	113,369	324,966	314,599	314,666	309,195	340,137	311,436	313,412	314,599	311,436	315,587	359,308	332	3,643,043
3212 PERS - Public Employee Retirement System	2,156,525	90,116	151,179	204,429	207,520	170,207	156,568	187,605	192,638	204,429	187,605	206,945	181,829	15,456	2,156,525
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	498,712	20,840	34,961	47,276	47,990	39,361	36,207	43,385	44,549	47,276	43,385	47,858	42,049	3,574	498,712
3331 MED - Medicare	393,200	13,480	32,847	34,940	35,112	32,678	34,290	33,790	34,212	34,940	33,790	35,151	37,111	861	393,200
3401 H&W - Health & Welfare	1,984,368	165,364	165,364	165,364	165,364	165,364	165,364	165,364	165,364	165,364	165,364	165,364	165,364	-	1,984,368
3501 SUI - State Unemployment Insurance	13,559	465	1,133	1,205	1,211	1,127	1,182	1,165	1,180	1,205	1,165	1,212	1,280	30	13,559
3601 Workers' Compensation Insurance	249,422	62,356	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	-	-	-	249,422
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 · Employee Benefits	**8,938,829**	**465,990**	**731,234**	**788,597**	**792,648**	**738,717**	**754,534**	**763,530**	**772,140**	**788,597**	**763,530**	**772,117**	**786,941**	**20,254**	**8,938,829**
Total 1000-3000 · Salaries & Benefits	**36,056,089**	**1,395,675**	**2,996,515**	**3,198,222**	**3,214,151**	**2,992,401**	**3,119,348**	**3,093,844**	**3,131,571**	**3,198,222**	**3,093,844**	**3,196,301**	**3,346,349**	**79,646**	**36,056,089**
4000 · Supplies															
4111 Core Curricula Materials	617,036	205,679	205,679	205,679	-	-	-	-	-	-	-	-	-	-	617,036
4211 Books & Other Reference Materials	32,700	10,900	10,900	10,900	-	-	-	-	-	-	-	-	-	-	32,700
4311 Student Materials	423,572	35,298	35,298	35,298	35,298	35,298	35,298	35,298	35,298	35,298	35,298	35,298	35,298	-	423,572
4351 Office Supplies	90,420	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	-	90,420
4371 Custodial Supplies	251,700	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	-	251,700
4391 Food (Non Nutrition Program)	119,802	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	-	119,802
4392 Uniforms	28,351	2,363	2,363	2,363	2,363	2,363	2,363	2,363	2,363	2,363	2,363	2,363	2,363	-	28,351

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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Actuals as of 4/30/2025

	2025-26 Trend	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26
4393 PE & Sports Equipment	14,300	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	-	14,300
4395 Before & After School Program Supplies	827,200	68,933	68,933	68,933	68,933	68,933	68,933	68,933	68,933	68,933	68,933	68,933	68,933	-	827,200
4399 All Other Supplies	124,371	41,457	41,457	41,457	-	-	-	-	-	-	-	-	-	-	124,371
4390 Other Supplies	1,114,025	123,928	123,928	123,928	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	82,471	-	1,114,025
4411 Non Capitalized Equipment	452,270	150,757	150,757	150,757	-	-	-	-	-	-	-	-	-	-	452,270
4711 Nutrition Program Food & Supplies	2,036,272	-	-	166,908	222,543	222,543	166,908	111,272	189,162	211,416	222,543	189,162	233,671	100,145	2,036,272
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**5,017,994**	**555,071**	**555,071**	**721,979**	**368,822**	**368,822**	**313,186**	**257,550**	**335,441**	**357,695**	**368,822**	**335,441**	**379,949**	**100,145**	**5,017,994**
5000 · Operating Services															
5211 Travel & Conferences	70,667	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	5,889	-	70,667
5311 Dues & Memberships	142,223	11,852	11,852	11,852	11,852	11,852	11,852	11,852	11,852	11,852	11,852	11,852	11,852	-	142,223
5451 General Insurance	63,393	15,848	5,283	5,283	5,283	5,283	5,283	5,283	5,283	5,283	5,283	0	0	-	63,393
5511 Utilities	1,060,639	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	81,588	1,060,639
5521 Security Services	253,700	21,142	21,142	21,142	21,142	21,142	21,142	21,142	21,142	21,142	21,142	21,142	21,142	-	253,700
5531 Housekeeping Services	526,318	43,860	43,860	43,860	43,860	43,860	43,860	43,860	43,860	43,860	43,860	43,860	43,860	-	526,318
5599 Other Facility Operations & Utilities	515,010	42,918	42,918	42,918	42,918	42,918	42,918	42,918	42,918	42,918	42,918	42,918	42,918	-	515,010
5611 School Rent - Private Facility	1,107,788	92,316	92,316	92,316	92,316	92,316	92,316	92,316	92,316	92,316	92,316	92,316	92,316	-	1,107,788
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	153,307	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	-	153,307
5621 Equipment Lease	231,768	19,314	19,314	19,314	19,314	19,314	19,314	19,314	19,314	19,314	19,314	19,314	19,314	-	231,768
5631 Vendor Repairs	1,069,205	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	82,247	1,069,205
5812 Field Trips & Pupil Transportation	952,792	79,399	79,399	79,399	79,399	79,399	79,399	79,399	79,399	79,399	79,399	79,399	79,399	-	952,792
5821 Legal	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	35,000
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	62,712	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	5,226	-	62,712
5841 Contracted Substitute Teachers	55,650	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	4,281	55,650
5842 Special Education Services	1,671,265	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	128,559	1,671,265
5843 Non Public School	310,673	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	-	310,673
5844 After School Services	813,931	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	5,131,942	427,662	427,662	427,662	427,662	427,662	427,662	427,662	427,662	427,662	427,662	427,662	427,662	-	5,131,942
5852 PD Consultants & Tuition	436,640	36,387	36,387	36,387	36,387	36,387	36,387	36,387	36,387	36,387	36,387	36,387	36,387	-	436,640
5854 Nursing & Medical (Non-IEP)	28,110	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	1,012,484	84,374	84,374	84,374	84,374	84,374	84,374	84,374	84,374	84,374	84,374	84,374	84,374	-	1,012,484
5861 Non Instructional Software	488,865	40,739	40,739	40,739	40,739	40,739	40,739	40,739	40,739	40,739	40,739	40,739	40,739	-	488,865
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	441,784	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	-	441,784
5872 Special Education Fees (SELPA)	666,803	40,008	80,016	53,344	53,344	53,344	53,344	53,344	93,352	46,676	46,676	46,676	46,676	-	666,803
5881 Intra-Agency Fees	6,421,880	1,638,252	-	-	81,589	81,589	89,356	81,589	81,589	1,487,743	1,194,712	842,730	842,730	-	6,421,880
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	89,619	7,468	7,468	7,468	7,468	7,468	7,468	7,468	7,468	7,468	7,468	7,468	7,468	-	89,619
5911 Office Phone	92,335	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	-	92,335
5913 Mobile Phone	4,056	338	338	338	338	338	338	338	338	338	338	338	338	-	4,056
5921 Internet	81,023	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	15,374	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	7,560	630	630	630	630	630	630	630	630	630	630	630	630	-	7,560
Total 5000 · Operating Services	**24,014,516**	**3,074,588**	**1,465,780**	**1,439,107**	**1,520,697**	**1,520,697**	**1,528,464**	**1,520,697**	**1,560,705**	**2,920,182**	**2,627,152**	**2,269,887**	**2,269,887**	**296,674**	**24,014,516**
6000 · Capital Outlay															
6901 Depreciation Expense	1,482,976	132,207	131,824	131,824	131,706	125,490	119,999	119,659	118,730	117,980	117,980	117,876	117,701	-	1,482,976
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**1,482,976**	**132,207**	**131,824**	**131,824**	**131,706**	**125,490**	**119,999**	**119,659**	**118,730**	**117,980**	**117,980**	**117,876**	**117,701**	**-**	**1,482,976**

Camino Nuevo Charter Academy - Consolidated
2025-26 Cash Flow Forecast
Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

	2025-26 Trend	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Actuals as of 4/30/2025 Jun-26	Accrual	FORECAST Jul-25 - Jun-26
7000 · Other Outgo															
7438 Interest Expense	178,368	-	-	90,231	-	-	-	-	-	88,137	-	-	-	-	178,368
Total 7000 · Other Outgo	**178,368**	-	-	**90,231**	-	-	-	-	-	**88,137**	-	-	-	-	**178,368**
TOTAL EXPENSE	**66,749,943**	**5,157,542**	**5,149,190**	**5,581,364**	**5,235,376**	**5,007,409**	**5,080,997**	**4,991,751**	**5,146,447**	**6,682,216**	**6,207,798**	**5,919,505**	**6,113,886**	**476,464**	**66,749,943**
NET INCOME	**482,635**	**4,273,941**	**(1,654,634)**	**(1,352,908)**	**205,679**	**2,958,186**	**(467,726)**	**1,682,674**	**228,457**	**(2,425,534)**	**2,628,664**	**(1,492,825)**	**(4,729,683)**	**628,344**	**482,635**
Operating Income															**1,965,611**
Operating Income Excluding Non-cash Lease Expenses															**2,143,979**
EBITDA															
Beginning Cash Balance	23,295,529	23,295,529	24,047,608	22,803,703	21,651,981	22,277,197	25,348,426	25,236,613	27,026,501	27,361,242	24,829,682	27,520,843	26,133,449	22,655,954	23,295,529
Cash Flow from Operating Activities															
Net Income	482,635	4,273,941	(1,654,634)	(1,352,908)	205,679	2,958,186	(467,726)	1,682,674	228,457	(2,425,534)	2,628,664	(1,492,825)	(4,729,683)	628,344	482,635
Change in Accounts Receivable															
Prior Year Accounts Receivable	7,751,399	6,532,222	291,350	291,273	300,277	-	248,360	-	-	-	87,916	-	-	-	7,751,399
Current Year Accounts Receivable	(7,055,745)	-	-	-	-	-	-	-	-	-	-	-	-	(7,055,745)	(7,055,745)
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	(109,349)	(2,186,981)	-	-	-	-	-	-	-	-	-	-	1,601,168	476,464	(109,349)
Change in Due to	(985,254)	(854,301)	-	-	-	-	-	-	-	-	(130,953)	-	-	-	(985,254)
Change in Current Lease Payable	16,698	(43,483)	(43,595)	(43,708)	(43,822)	(43,935)	(44,049)	(44,163)	(44,278)	(44,392)	(44,507)	(44,623)	(44,738)	545,992	16,698
Change in Lease Assets	379,945	31,037	31,150	31,263	31,376	31,489	31,603	31,717	31,832	31,947	32,062	32,177	32,293	-	379,945
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(454,236)	-	-	-	-	-	-	-	-	-	-	-	(454,236)	-	(454,236)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(857,626)	(6,808,563)	-	-	-	-	-	-	-	-	-	-	-	5,950,937	(857,626)
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	(545,992)	-	-	-	-	-	-	-	-	-	-	-	-	(545,992)	(545,992)
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,482,976	132,207	131,824	131,824	131,706	125,490	119,999	119,659	118,730	117,980	117,980	117,876	117,701	-	1,482,976
Cash Flow from Investing Activities															
Capital Expenditures	(324,000)	(324,000)	-	-	-	-	-	-	-	-	-	-	-	-	(324,000)
Cash Flow from Financing Activities															
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	(421,026)	-	-	(209,465)	-	-	-	-	-	(211,560)	-	-	-	-	(421,026)
Ending Cash Balance	**22,655,954**	**24,047,608**	**22,803,703**	**21,651,981**	**22,277,197**	**25,348,426**	**25,236,613**	**27,026,501**	**27,361,242**	**24,829,682**	**27,520,843**	**26,133,449**	**22,655,954**	**22,655,954**	**22,655,954**

Coversheet

April 2025 Financials

Section: X. Financials
Item: C. April 2025 Financials
Purpose: Discuss
Submitted by:
Related Material: 04.25 - CNCA Consolidated - Financial Packet.pdf

CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (April 2025)

1 Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

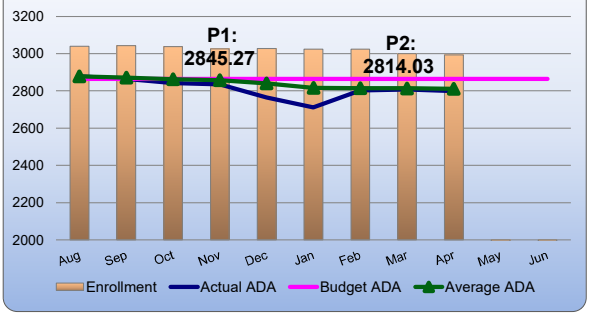
Year-End Cash

KEY POINTS

P2 ADA is forecasted to be 50.47 under budgeted ADA due to lower enrollment and a ADA % trending lower than budgeted, resulting in a $814K decrease in LCFF Revenue."

Forecast includes $4.02M of restricted one-time funds. An additional $5.04M remains available to spend through FY27/28. All ESSER funding were fully expended by September 30, 2024 deadline.

2 ADA & Enrollment



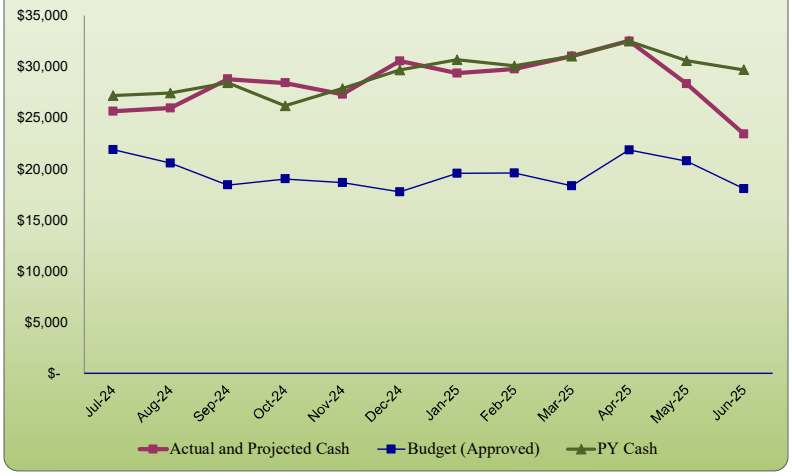
3

Attendance Analysis	Actual through Month 9	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	2,993	3,001	3,056	(55)	3,042	(41)	3,011	2,972
ADA %	92.9%	92.9%	93.7%	-0.9%	93.7%	-0.9%	92.2%	89.6%
Average ADA	2,812.30	2,814.03	2,864.50	(50.47)	2,851.37	(37.34)	2,761.67	2,680.25

4

Income Statement	Actual through 04/30/25	Forecast as of 04/30/25	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	36,226,885	43,206,059	44,019,783	(813,724)	43,299,921	(93,862)	41,788,985	37,363,062
Federal Revenue	4,219,335	7,652,737	5,340,206	2,312,531	7,020,728	632,009	7,349,295	8,208,140
State Revenue	18,745,878	13,065,324	12,203,291	862,033	12,969,900	95,424	10,836,844	8,077,643
Other Local Revenue	4,176,339	3,716,279	2,941,483	774,796	3,154,242	562,038	4,488,943	4,198,910
Grants/Fundraising	265,597	1,124,649	731,449	393,200	1,072,941	51,708	771,296	850,526
TOTAL REVENUE	63,634,033	68,765,049	65,236,212	3,528,837	67,517,732	1,247,317	65,235,363	58,698,282
Total per ADA		24,437	22,774	1,662	23,993	443	23,622	21,900
w/o Grants/Fundraising		24,037	22,519	1,518	23,612	425	23,342	21,583
Certificated Salaries	14,611,154	17,990,807	18,159,128	168,321	17,981,084	(9,723)	16,025,826	16,042,300
Classified Salaries	5,948,951	7,402,328	7,646,969	244,641	7,553,322	150,995	7,210,319	6,976,915
Benefits	6,815,554	8,235,307	8,805,505	570,197	8,379,728	144,421	7,534,808	7,568,205
Student Supplies	3,714,178	5,230,695	4,774,432	(456,263)	5,189,030	(41,665)	5,023,528	4,159,277
Operating Expenses	19,974,613	26,770,801	23,446,425	(3,324,376)	25,489,337	(1,281,464)	25,850,708	22,079,760
Other	1,385,316	1,648,663	1,789,825	141,161	1,665,842	17,178	1,630,219	1,530,010
TOTAL EXPENSES	52,449,766	67,278,601	64,622,283	(2,656,318)	66,258,343	(1,020,257)	63,275,409	58,356,467
Total per ADA		23,908	22,560	(1,349)	23,546	363	22,912	21,773
NET INCOME / (LOSS)	11,184,268	**1,486,448**	613,929	872,519	1,259,388	227,060	1,959,954	341,814

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
23,417,408	18,073,352	5,344,056

6

Balance Sheet	6/30/2024	3/31/2025	4/30/2025	6/30/2025 FC
Assets				
Cash, Operating	16,875,319	29,926,812	31,376,654	15,570,700
Cash, Restricted	12,823,043	1,091,987	1,136,987	7,846,708
Accounts Receivable	5,988,252	947,862	947,862	7,768,285
Due From Others	202,055	353,559	290,410	290,410
Other Assets	24,311,029	23,822,556	23,788,337	23,979,753
Net Fixed Assets	39,239,733	39,281,422	39,259,883	40,085,839
Total Assets	99,439,430	95,424,197	96,800,132	95,541,696
Liabilities				
A/P & Payroll	4,019,535	3,063,298	4,339,159	3,957,144
Due to Others	2,071,596	181,745	129,606	2,880,163
Deferred Revenue	12,823,043	989,572	1,034,572	7,634,708
Other Liabilities	23,288,304	23,288,304	23,288,304	23,288,304
Total Debt	9,435,848	9,023,118	9,023,118	9,023,118
Total Liabilities	51,638,326	36,546,038	37,814,759	46,783,437
Equity				
Beginning Fund Bal.	45,841,150	47,801,104	47,801,104	47,801,104
Net Income/(Loss)	1,959,954	11,077,054	11,184,268	1,486,448
Total Equity	47,801,104	58,878,158	58,985,372	49,287,552
Total Liabilities & Equity	99,439,430	95,424,195	96,800,131	96,070,989
Available Line of Credit				
Days Cash on Hand	100	169	174	86
Cash Reserve %	27.3%	46.2%	47.7%	23.7%

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CAMINO NUEVO CHARTER ACADEMY
2024-25 Budget by Site
Prepared by ExED. For use by ExED and ExED clients only. © 2024 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		
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
Enrollment	**603**	**603**	-	**709**	**702**	(7)	**451**	**470**	19	**273**	**267**	(6)	**515**	**474**	(41)	**505**	**505**	-	-	**3,056**	**3,021**	(35)
ADA	**572.85**	**573.73**	1	**666.46**	**652.12**	(14)	**414.92**	**426.83**	12	**256.62**	**253.99**	(3)	**478.95**	**433.65**	(45)	**474.70**	**473.75**	(1)	-	**2,864.50**	**2,814.07**	(50)
ADA %	**95.00%**	**95.31%**		**94.00%**	**92.66%**		**92.00%**	**91.20%**		**94.00%**	**93.02%**		**93.00%**	**91.95%**		**94.00%**	**93.26%**		-	**93.73%**	**92.85%**	
UPP	**0.00%**	**99.61%**		**0.00%**	**94.49%**		**0.00%**	**98.60%**		**0.00%**	**88.20%**		**0.00%**	**93.68%**		**0.00%**	**98.30%**		**0.00%**	**96.48%**	**96.05%**	
Income																						
8011-8098 · Local Control Funding Formula Sources																						
8011 Local Control Funding Formula	4,556,670	5,177,510	620,840	5,146,602	5,704,604	558,002	3,388,252	3,933,672	545,420	1,866,775	2,264,281	397,506	3,637,299	4,087,281	449,983	6,370,783	6,334,876	(35,907)	-	24,966,380	27,502,224	2,535,843
8012 Education Protection Account	1,956,420	1,132,911	(823,509)	2,283,119	1,291,385	(991,734)	1,410,895	839,194	(571,701)	872,611	389,520	(483,091)	1,637,800	668,753	(969,047)	94,940	94,768	(172)	-	8,255,785	4,416,530	(3,839,255)
8019 Local Control Funding Formula - Prior Year	-	(36,734)	(36,734)	-	(40,635)	(40,635)	-	(42,623)	(42,623)	-	(26,357)	(26,357)	-	-	-	-	(29,530)	(29,530)	-	-	(175,879)	(175,879)
8096 In Lieu of Property Taxes	2,159,335	2,386,608	227,273	2,512,194	2,712,113	199,919	1,564,024	1,775,573	211,549	967,319	970,979	3,660	1,805,383	1,657,697	(147,686)	1,789,363	1,811,372	22,009	-	10,797,618	11,314,342	516,724
8098 In Lieu of Property Taxes, Prior Year	-	36,736	36,736	-	40,633	40,633	-	26,031	26,031	-	15,915	15,915	-	-	-	-	29,528	29,528	-	-	148,843	148,843
Total 8011-8098 · Local Control Funding Formula Sources	**8,672,425**	**8,697,030**	**24,605**	**9,941,915**	**9,708,100**	**(233,816)**	**6,363,171**	**6,531,847**	**168,676**	**3,706,705**	**3,614,337**	**(92,368)**	**7,080,482**	**6,413,732**	**(666,750)**	**8,255,085**	**8,241,014**	**(14,072)**	-	**44,019,783**	**43,206,059**	**(813,724)**
8100-8299 · Federal Revenue																						
8181 Special Education - Federal (IDEA)	139,369	146,370	7,001	162,143	166,369	4,226	100,946	108,893	7,947	62,433	64,798	2,365	116,524	110,633	(5,891)	115,490	120,863	5,373	-	696,904	717,926	21,021
8221 Child Nutrition - Federal	545,343	575,570	30,227	377,319	368,233	(9,086)	355,129	432,455	77,326	69,319	98,677	29,358	229,983	229,541	(442)	225,121	217,520	(7,601)	-	1,802,214	1,921,996	119,782
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	256,763	262,861	6,098	250,464	274,320	23,856	189,132	186,702	(2,431)	106,387	115,453	9,067	233,289	220,096	(13,193)	190,692	234,906	44,214	-	1,226,727	1,294,338	67,611
8292 Title II	27,459	26,687	(772)	28,918	30,793	1,875	20,766	20,008	(758)	11,681	12,372	691	23,489	21,781	(1,708)	21,137	25,761	4,624	-	133,450	137,402	3,952
8294 Title III	49,104	53,142	4,038	42,071	42,071	-	36,470	36,470	-	11,462	11,462	-	23,445	23,445	-	11,723	11,723	-	-	174,275	178,312	4,038
8295 Title IV, SSAE	21,570	20,948	(622)	21,309	20,421	(888)	13,509	14,878	1,369	8,020	9,201	1,181	18,115	19,003	888	15,236	15,558	322	-	97,759	100,009	2,250
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	640,000	1,199,367	559,367	52,203	552,513	500,310	107,577	522,236	414,659	214,291	471,853	257,563	76,562	430,381	353,819	118,245	126,404	8,158	-	1,208,877	3,302,754	2,093,876
Total 8100-8299 · Other Federal Income	**1,679,608**	**2,284,945**	**605,337**	**934,426**	**1,454,719**	**520,293**	**823,530**	**1,321,641**	**498,112**	**483,592**	**783,817**	**300,224**	**721,407**	**1,054,880**	**333,474**	**697,644**	**752,734**	**55,091**	-	**5,340,206**	**7,652,737**	**2,312,531**
8300-8599 · Other State Revenue																						
8520 Child Nutrition - State	127,905	136,177	8,272	103,597	101,242	(2,354)	77,746	94,702	16,956	16,171	25,407	9,236	56,981	64,454	7,473	59,272	58,948	(324)	-	441,673	480,931	39,258
8550 Mandate Block Grant	11,428	11,428	-	12,641	12,641	-	8,004	8,078	73	5,070	5,070	-	9,078	9,077	(1)	25,527	25,531	4	-	71,748	71,825	76
8561 State Lottery - Non Prop 20	105,902	114,526	8,624	123,208	130,011	6,803	76,706	85,385	8,678	47,441	50,446	3,004	88,543	86,655	(1,888)	87,758	94,334	6,576	-	529,558	561,356	31,798
8562 State Lottery - Prop 20	43,079	49,168	6,089	50,119	55,816	5,698	31,202	36,657	5,455	19,298	21,657	2,359	36,018	37,203	1,185	35,698	40,499	4,801	-	215,414	241,001	25,587
8560 Lottery Revenue	148,981	163,695	14,713	173,327	185,827	12,500	107,908	122,042	14,133	66,739	72,103	5,363	124,561	123,858	(703)	123,455	134,833	11,378	-	744,972	802,357	57,385
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	358,049	358,049	-	-	-	-	-	-	-	169,448	169,448	-	-	-	-	312,244	312,244	-	-	839,742	839,742	-
8592 State Mental Health	46,355	46,426	71	53,930	52,770	(1,160)	33,575	34,539	964	20,766	20,553	(213)	38,757	35,091	(3,666)	38,413	38,336	(77)	-	231,795	227,715	(4,081)
8593 After School Education & Safety	203,483	203,483	-	203,483	203,483	-	203,483	203,483	-	-	-	-	203,483	203,483	(0)	-	-	-	-	813,931	813,931	(0)
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	1,612,387	1,768,318	155,931	1,249,875	1,394,123	144,248	1,219,820	1,035,491	(184,329)	473,343	525,001	51,658	1,009,923	997,027	(12,896)	-	-	-	-	5,565,348	5,719,960	154,612
8596 Prop 28 Arts & Music	-	-	-	-	-	-	22,044	4,305	(17,738)	-	-	-	-	55,437	55,437	-	-	-	-	22,044	59,743	37,699
8599 State Revenue - Other	835,481	1,389,882	554,401	737,478	824,178	86,700	594,528	431,755	(162,774)	196,187	162,476	(33,710)	419,290	485,120	65,830	689,073	755,709	66,636	-	3,472,037	4,049,120	577,083
Total 8300-8599 · Other State Income	**3,344,069**	**4,077,458**	**733,389**	**2,534,330**	**2,774,264**	**239,934**	**2,267,110**	**1,934,395**	**(332,715)**	**947,725**	**980,059**	**32,334**	**1,862,073**	**1,973,547**	**111,475**	**1,247,985**	**1,325,601**	**77,616**	-	**12,203,291**	**13,065,324**	**862,033**
8600-8799 · Other Local Revenue																						
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	14,000	14,000	-	-	-	-	-	-	-	12,383	12,383	-	-	-	-	-	-	-	-	26,383	26,383
8660 Interest & Dividend Income	25,000	173,000	148,000	25,000	160,000	135,000	15,000	108,200	93,200	10,000	66,100	56,100	15,000	151,000	136,000	25,000	147,000	122,000	-	115,000	805,300	690,300
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	143,678	362,605	218,927	119,161	27,489	(91,672)	99,524	132,763	33,239	109,871	95,992	(13,879)	78,921	408,716	329,795	165,294	57,978	(107,316)	-	716,449	1,085,543	369,094
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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 Admin	CAMINO NUEVO CHARTER ACADEMY		
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
8695 Contributions & Events	-	160	160	-	652	652	-	116	116	-	72	72	-	12,804	12,804	15,000	25,301	10,301	-	15,000	39,106	24,106
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	12,480	12,480	-	10,042	10,042	0	10,033	10,033	-	10,033	10,033	-	10,080	10,080	-	12,150	12,150	(0)	-	64,818	64,818	(0)
8698 SELPA Grants	-	21,052	21,052	-	24,558	24,558	-	8,100	8,100	-	5,009	5,009	-	15,491	15,491	-	12,923	12,923	-	-	87,134	87,134
8699 All Other Local Revenue	-	1,228	1,228	-	21,894	21,894	-	984	984	-	6,575	6,575	-	1,042	1,042	-	7,077	7,077	-	-	38,799	38,799
8792 Transfers of Apportionments - Special Education	552,285	515,904	(36,381)	642,534	586,393	(56,141)	400,024	383,810	(16,215)	247,407	228,390	(19,017)	461,756	389,942	(71,813)	457,658	426,001	(31,658)	-	2,761,664	2,530,440	(231,225)
Total 8600-8799 · Other Income-Local	**733,443**	**1,100,429**	**366,986**	**796,737**	**831,028**	**34,291**	**524,581**	**644,007**	**119,425**	**377,312**	**424,555**	**47,243**	**565,757**	**989,075**	**423,318**	**675,102**	**688,430**	**13,328**	**-**	**3,672,932**	**4,677,525**	**1,004,593**
Prior Year Adjustments																						
8999 Other Prior Year Adjustment	-	36,685	36,685	-	35,606	35,606	-	24,519	24,519	-	14,911	14,911	-	28,768	28,768	-	22,913	22,913	-	-	163,404	163,404
Total Prior Year Adjustments	**-**	**36,685**	**36,685**	**-**	**35,606**	**35,606**	**-**	**24,519**	**24,519**	**-**	**14,911**	**14,911**	**-**	**28,768**	**28,768**	**-**	**22,913**	**22,913**	**-**	**-**	**163,404**	**163,404**
TOTAL INCOME	**14,429,545**	**16,196,548**	**1,767,003**	**14,207,408**	**14,803,717**	**596,309**	**9,978,392**	**10,456,410**	**478,018**	**5,515,334**	**5,817,678**	**302,345**	**10,229,718**	**10,460,002**	**230,285**	**10,875,816**	**11,030,693**	**154,877**	**-**	**65,236,212**	**68,765,049**	**3,528,837**
Expense																						
1000 · Certificated Salaries																						
1110 Teachers' Salaries	2,313,382	2,188,184	125,197	2,761,740	2,640,194	121,546	1,641,045	1,691,682	(50,636)	952,521	897,976	54,545	1,846,050	1,813,582	32,468	2,159,284	2,075,060	84,225	-	11,674,022	11,306,678	367,344
1120 Teachers' Hourly	-	-	-	-	61,315	(61,315)	60,800	56,633	4,167	55,480	71,370	(15,890)	-	2,940	(2,940)	-	-	-	-	116,280	192,258	(75,978)
1170 Teachers' Salaries - Substitute	119,384	168,359	(48,975)	113,090	186,880	(73,790)	55,040	67,118	(12,078)	35,260	52,020	(16,760)	116,477	54,619	61,858	61,160	82,072	(20,912)	-	500,411	611,068	(110,657)
1175 Teachers' Salaries - Stipend/Extra Duty	159,350	191,728	(32,378)	120,980	165,161	(44,181)	142,500	115,509	26,991	55,587	54,701	886	162,200	155,733	6,467	148,800	161,813	(13,013)	-	789,417	844,645	(55,228)
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	81,690	70,512	11,177	95,620	82,130	13,490	59,541	51,113	8,429	36,530	31,579	4,951	68,746	59,019	9,727	68,129	58,489	9,640	-	410,256	352,842	57,414
1299 Certificated Pupil Support - Other	219,531	217,458	2,073	154,137	164,783	(10,646)	95,980	102,552	(6,572)	58,886	63,350	(4,464)	110,817	118,415	(7,597)	109,824	117,353	(7,529)	-	749,175	783,912	(34,737)
1300 Certificated Supervisors' & Administrators' Salaries	705,994	823,986	(117,992)	726,725	700,646	26,079	686,327	647,168	39,159	362,819	381,903	(19,084)	557,167	538,968	18,199	880,535	806,733	73,801	-	3,919,566	3,899,404	20,162
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**3,599,330**	**3,660,228**	**(60,897)**	**3,972,292**	**4,001,110**	**(28,818)**	**2,741,233**	**2,731,774**	**9,460**	**1,557,083**	**1,552,901**	**4,183**	**2,861,457**	**2,743,275**	**118,181**	**3,427,732**	**3,301,519**	**126,213**	**-**	**18,159,128**	**17,990,807**	**168,321**
2000 · Classified Salaries																						
2111 Instructional Aide & Other Salaries	722,180	643,235	78,945	595,439	563,148	32,291	406,377	401,316	5,061	139,600	96,855	42,744	398,358	423,801	(25,443)	408,965	286,399	122,566	-	2,670,918	2,414,754	256,164
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,760	23,038	2,722	-	25,760	23,038	2,722
2131 Classified Teacher Salaries	243,512	275,303	(31,791)	126,106	99,680	26,426	114,077	99,319	14,758	57,435	54,968	2,467	47,364	53,848	(6,484)	-	-	-	-	588,494	583,118	5,376
2200 Classified Support Salaries	227,709	231,859	(4,150)	162,902	137,934	24,967	123,805	122,073	1,732	90,176	80,180	9,996	130,678	116,031	14,648	120,452	115,516	4,936	-	855,721	803,593	52,129
2300 Classified Supervisors' & Administrators' Salaries	13,916	64,627	(50,711)	103,167	89,744	13,423	58,830	17,785	41,045	38,186	7,545	30,641	11,711	17,718	(6,007)	71,636	52,771	18,865	-	297,446	250,190	47,257
2400 Classified Office Staff Salaries	327,365	297,605	29,760	231,777	233,321	(1,544)	223,784	175,502	48,282	202,212	173,548	28,664	253,227	247,502	5,725	280,255	289,980	(9,725)	-	1,518,619	1,417,458	101,161
2900 Other Classified Salaries	330,878	346,979	(16,101)	347,993	405,124	(57,131)	282,618	299,259	(16,641)	152,012	179,771	(27,759)	334,640	355,928	(21,289)	241,870	323,115	(81,245)	-	1,690,011	1,910,178	(220,167)
Total 2000 · Classified Salaries	**1,865,559**	**1,859,608**	**5,951**	**1,567,383**	**1,528,951**	**38,433**	**1,209,492**	**1,115,255**	**94,237**	**679,620**	**592,867**	**86,753**	**1,175,977**	**1,214,828**	**(38,851)**	**1,148,937**	**1,090,818**	**58,119**	**-**	**7,646,969**	**7,402,328**	**244,641**
3000 · Employee Benefits																						
3111 STRS - State Teachers Retirement System	687,472	654,255	33,217	758,708	758,524	183	523,576	506,049	17,527	297,403	303,534	(6,131)	546,538	526,585	19,953	654,697	637,316	17,381	-	3,468,393	3,386,263	82,130
3212 PERS - Public Employee Retirement System	504,634	536,362	(31,728)	423,977	399,413	24,564	327,168	308,286	18,881	183,837	139,428	44,410	318,102	319,238	(1,136)	310,788	283,503	27,285	-	2,068,505	1,986,230	82,275
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	115,665	124,981	(9,316)	97,178	94,276	2,902	74,989	71,953	3,035	42,136	33,171	8,966	72,911	73,228	(317)	71,234	67,769	3,465	-	474,112	465,378	8,734
3331 MED - Medicare	79,241	78,512	729	80,325	78,641	1,685	57,286	54,856	2,430	32,432	30,831	1,601	58,543	56,623	1,920	66,362	63,492	2,870	-	374,188	362,954	11,235
3401 H&W - Health & Welfare	419,673	395,918	23,755	448,615	399,561	49,053	360,456	273,963	86,493	148,551	142,969	5,582	328,011	280,809	47,202	372,756	390,831	(18,075)	-	2,078,062	1,884,052	194,011
3501 SUI - State Unemployment Insurance	2,732	2,024	709	2,770	2,042	727	1,975	1,415	560	1,118	811	307	2,019	1,452	566	2,288	1,631	658	-	12,903	9,375	3,528
3601 Workers' Compensation Insurance	67,267	49,945	17,322	66,870	52,242	14,628	54,723	30,690	24,033	28,460	19,564	8,896	56,892	34,324	22,567	55,129	38,095	17,034	-	329,340	224,860	104,480
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	9	(9)	-	11	(11)	-	7	(7)	-	4	(4)	-	140	(140)	-	(55)	55	-	-	116	(116)
3902 Other Benefits	-	(15,285)	15,285	-	(12,280)	12,280	-	(3,757)	3,757	-	(3,948)	3,948	-	(15,716)	15,716	-	(32,935)	32,935	-	-	(83,920)	83,920
Total 3000 · Employee Benefits	**1,876,684**	**1,826,721**	**49,963**	**1,878,443**	**1,772,430**	**106,013**	**1,400,172**	**1,243,462**	**156,710**	**733,938**	**666,364**	**67,574**	**1,383,015**	**1,276,683**	**106,332**	**1,533,253**	**1,449,647**	**83,606**	**-**	**8,805,505**	**8,235,307**	**570,197**
4000 · Supplies																						
4111 Core Curricula Materials	113,257	124,264	(11,006)	113,500	118,860	(5,360)	32,500	168,490	(135,990)	35,359	56,172	(20,813)	117,409	125,260	(7,851)	35,000	60,266	(25,266)	-	447,026	653,312	(206,287)
4211 Books & Other Reference Materials	3,000	19,035	(16,035)	5,000	6,354	(1,354)	3,700	3,852	(152)	3,000	3,000	-	3,000	18,805	(15,805)	15,000	15,000	-	-	32,700	66,046	(33,346)
4311 Student Materials	60,453	94,333	(33,881)	55,369	97,870	(42,502)	42,742	36,657	6,085	28,771	28,591	180	36,018	67,203	(31,185)	68,143	83,555	(15,412)	-	291,495	408,210	(116,714)

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	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
4351 Office Supplies	12,000	12,675	(675)	21,600	21,600	-	21,000	21,000	-	4,020	4,020	-	15,600	15,600	-	18,000	18,000	-	-	92,220	92,895	(675)
4371 Custodial Supplies	54,000	54,000	-	40,800	40,800	-	24,000	31,000	(7,000)	24,000	24,000	-	33,600	33,600	-	45,600	45,600	-	-	222,000	229,000	(7,000)
4391 Food (Non Nutrition Program)	36,200	36,200	-	20,900	20,900	-	17,355	17,355	-	25,325	25,745	(420)	11,695	13,195	(1,500)	17,935	35,434	(17,499)	-	129,410	148,829	(19,419)
4392 Uniforms	5,000	5,000	-	2,600	2,600	-	9,251	9,251	-	6,825	6,675	150	2,000	2,000	-	7,500	22,170	(14,670)	-	33,176	47,697	(14,520)
4393 PE & Sports Equipment	7,500	7,500	-	-	-	-	1,500	3,100	(1,600)	2,000	2,000	-	3,000	3,000	-	2,500	5,300	(2,800)	-	16,500	20,900	(4,400)
4395 Before & After School Program Supplies	298,125	297,625	500	119,225	119,225	-	134,717	134,717	-	50,500	50,500	-	88,225	88,225	-	10,000	5,500	4,500	-	700,792	695,792	5,000
4399 All Other Supplies	10,459	11,198	(739)	17,127	19,106	(1,979)	19,400	19,400	-	10,029	10,011	18	15,045	23,222	(8,177)	33,979	48,479	(14,500)	-	106,039	131,416	(25,377)
4411 Non Capitalized Equipment	80,000	226,496	(146,496)	121,617	152,371	(30,755)	57,900	97,500	(39,600)	33,100	204,803	(171,703)	71,250	14,854	56,396	77,800	118,300	(40,500)	-	441,667	814,324	(372,657)
4711 Nutrition Program Food & Supplies	743,243	526,487	216,756	458,355	391,843	66,512	432,034	401,823	30,211	88,512	116,408	(27,896)	275,618	274,540	1,078	263,643	211,172	52,471	-	2,261,406	1,922,273	339,133
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**1,423,237**	**1,414,813**	**8,424**	**976,093**	**991,530**	**(15,437)**	**796,101**	**944,147**	**(148,046)**	**311,442**	**531,925**	**(220,483)**	**672,460**	**679,504**	**(7,044)**	**595,100**	**668,777**	**(73,676)**	**-**	**4,774,432**	**5,230,695**	**(456,263)**
5000 · Operating Services																						
5211 Travel & Conferences	14,350	23,557	(9,207)	10,955	27,503	(16,548)	20,977	15,727	5,250	3,255	4,445	(1,190)	16,482	16,482	-	30,535	30,535	-	-	96,554	118,249	(21,694)
5311 Dues & Memberships	37,292	35,572	1,720	30,994	28,609	2,386	7,978	7,963	16	9,007	8,002	1,005	17,768	17,379	389	35,521	32,263	3,259	-	138,560	129,788	8,773
5451 General Insurance	-	-	-	-	-	-	-	-	-	57,914	58,091	(177)	-	-	-	1,908	1,904	4	-	59,822	59,995	(173)
5511 Utilities	226,188	199,206	26,982	157,155	144,635	12,520	154,912	158,544	(3,632)	78,631	75,519	3,112	183,725	182,191	1,534	203,243	178,104	25,138	-	1,003,853	938,199	65,655
5521 Security Services	131,918	144,786	(12,868)	590	2,027	(1,437)	500	3,583	(3,083)	500	1,703	(1,203)	657	1,879	(1,222)	89,657	90,657	(1,000)	-	223,822	244,635	(20,813)
5531 Housekeeping Services	133,936	139,515	(5,579)	161,219	185,020	(23,801)	156,392	160,724	(4,332)	12,368	12,781	(413)	244,415	240,425	3,990	120,897	120,897	-	-	829,227	859,363	(30,136)
5599 Other Facility Operations & Utilities	66,027	83,019	(16,993)	67,263	69,954	(2,691)	143,888	173,476	(29,588)	31,452	31,736	(285)	108,668	199,577	(90,910)	68,707	72,719	(4,012)	-	486,004	630,483	(144,479)
5611 School Rent - Private Facility	530,444	466,467	63,977	-	-	-	-	-	-	251,035	220,833	30,202	-	-	-	486,158	420,489	65,670	-	1,267,637	1,107,788	159,849
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	58,000	238,857	(180,857)	15,615	13,795	1,820	8,924	12,726	(3,802)	12,820	86,766	(73,946)	-	2,716	(2,716)	53,457	202,563	(149,106)	-	148,816	557,423	(408,607)
5621 Equipment Lease	53,227	80,501	(27,274)	24,849	35,843	(10,994)	40,247	45,847	(5,600)	20,137	21,425	(1,288)	28,425	25,199	3,225	50,708	57,353	(6,645)	-	217,594	266,169	(48,575)
5631 Vendor Repairs	225,380	324,504	(99,124)	158,000	225,724	(67,724)	94,760	88,950	5,810	79,080	91,949	(12,869)	214,650	248,100	(33,450)	139,050	199,300	(60,250)	-	910,920	1,178,527	(267,607)
5812 Field Trips & Pupil Transportation	303,500	328,500	(25,000)	158,050	279,050	(121,000)	128,290	128,290	-	101,300	101,300	-	182,000	184,161	(2,161)	126,338	138,338	(12,000)	-	999,478	1,159,639	(160,161)
5821 Legal	-	13,395	(13,395)	-	100,221	(100,221)	-	8,096	(8,096)	-	-	-	-	33,760	(33,760)	-	13,572	(13,572)	-	-	169,044	(169,044)
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	7,904	17,904	(10,000)	7,904	19,539	(11,635)	7,904	15,144	(7,240)	15,300	19,780	(4,480)	4,000	24,360	(20,360)	7,904	19,704	(11,800)	-	50,916	116,431	(65,515)
5841 Contracted Substitute Teachers	12,600	156,989	(144,389)	9,570	119,090	(109,520)	2,320	182,283	(179,963)	9,280	39,634	(30,354)	8,120	70,092	(61,972)	12,240	107,641	(95,401)	-	54,130	675,729	(621,599)
5842 Special Education Services	422,320	279,069	143,251	938,760	642,074	296,686	365,276	182,954	182,322	172,120	125,007	47,113	508,100	501,511	6,589	520,515	232,100	288,415	-	2,927,091	1,962,714	964,376
5843 Non Public School	-	-	-	98,000	94,318	3,682	235,512	119,846	115,667	-	-	-	174,600	179,451	(4,851)	-	-	-	-	508,113	393,615	114,498
5844 After School Services	203,483	203,483	-	203,483	203,483	-	203,483	203,483	-	-	-	-	203,483	203,483	0	-	-	-	-	813,931	813,931	0
5849 Other Student Instructional Services	756,706	1,885,234	(1,128,527)	727,389	946,543	(219,153)	576,870	810,290	(233,420)	275,949	419,361	(143,412)	436,320	696,828	(260,509)	207,131	340,381	(133,250)	-	2,980,365	5,098,637	(2,118,272)
5852 PD Consultants & Tuition	102,947	197,174	(94,227)	54,419	195,630	(141,211)	42,140	162,354	(120,214)	62,640	54,807	7,833	45,620	57,669	(12,049)	40,960	53,085	(12,125)	-	348,726	720,719	(371,993)
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	201,799	348,740	(146,940)	199,959	244,022	(44,063)	160,310	211,437	(51,126)	82,331	101,738	(19,407)	154,147	190,690	(36,544)	121,974	147,823	(25,849)	-	920,520	1,244,449	(323,929)
5861 Non Instructional Software	142,549	118,428	24,121	123,133	118,872	4,261	90,245	84,135	6,110	55,936	52,530	3,406	110,443	93,997	16,446	91,494	96,398	(4,903)	-	613,801	564,359	49,442
5865 Fundraising Cost	-	-	-	-	4,598	(4,598)	-	-	-	-	-	-	-	1,697	(1,697)	-	3,327	(3,327)	-	-	9,622	(9,622)
5871 District Oversight Fees	86,724	86,970	(246)	99,419	97,081	2,338	63,632	65,484	(1,853)	37,067	36,248	819	70,805	64,137	6,668	82,551	82,410	141	-	440,198	432,331	7,867
5872 Special Education Fees (SELPA)	138,331	132,455	5,876	160,935	150,552	10,383	100,194	98,541	1,654	61,968	58,638	3,330	115,656	100,115	15,541	114,630	109,373	5,257	-	691,714	649,673	42,041
5881 Intra-Agency Fees	1,322,538	1,328,568	(6,030)	1,422,181	1,390,355	31,826	937,070	968,282	(31,211)	532,701	525,897	6,804	1,020,410	930,420	89,990	1,168,268	1,169,085	(817)	-	6,403,168	6,312,607	90,561
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	865	(865)	-	691	(691)	-	11	(11)	-	-	-	-	-	-	-	639	(639)	-	-	2,206	(2,206)
5899 All Other Expenses	16,985	17,885	(900)	15,156	21,048	(5,892)	11,630	11,448	182	9,325	9,520	(195)	17,783	14,093	3,690	16,908	22,700	(5,792)	-	87,787	96,694	(8,907)
5911 Office Phone	18,197	17,820	377	14,940	16,620	(1,680)	12,336	12,408	(72)	15,528	16,548	(1,020)	12,660	12,876	(216)	15,790	16,063	(273)	-	89,451	92,335	(2,884)
5913 Mobile Phone	858	768	90	-	572	(572)	2,484	408	2,076	900	840	60	1,500	1,200	300	516	840	(324)	-	6,258	4,628	1,630
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	720	8,247	(7,527)	756	8,164	(7,408)	504	5,079	(4,575)	293	3,144	(2,850)	637	5,865	(5,228)	551	5,813	(5,262)	-	3,461	36,311	(32,850)

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 Admin	CAMINO NUEVO CHARTER ACADEMY		
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
Total 5000 · Operating Services	**5,235,424**	**6,898,976**	**(1,663,552)**	**4,882,096**	**5,407,034**	**(524,938)**	**3,592,027**	**3,960,762**	**(368,734)**	**2,006,804**	**2,196,208**	**(189,404)**	**3,900,272**	**4,319,555**	**(419,283)**	**3,829,801**	**3,988,265**	**(158,464)**	**-**	**23,446,425**	**26,770,801**	**(3,324,376)**
6000 · Capital Outlay																						
6901 Depreciation Expense	285,972	207,565	78,407	703,408	692,545	10,863	140,437	119,359	21,078	106,788	97,478	9,310	142,200	139,077	3,124	224,357	205,977	18,380	-	1,603,161	1,462,000	141,161
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**285,972**	**207,565**	**78,407**	**703,408**	**692,545**	**10,863**	**140,437**	**119,359**	**21,078**	**106,788**	**97,478**	**9,310**	**142,200**	**139,077**	**3,124**	**224,357**	**205,977**	**18,380**	**-**	**1,603,161**	**1,462,000**	**141,161**
7000 · Other Outgo																						
7438 Interest Expense	-	-	-	186,664	186,664	-	-	-	-	-	-	-	-	-	-	-	-	-	-	186,664	186,664	-
Total 7000 · Other Outgo	**-**	**-**	**-**	**186,664**	**186,664**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**186,664**	**186,664**	**-**
TOTAL EXPENSE	**14,286,206**	**15,867,910**	**(1,581,704)**	**14,166,378**	**14,580,264**	**(413,886)**	**9,879,462**	**10,114,758**	**(235,296)**	**5,395,675**	**5,637,743**	**(242,068)**	**10,135,381**	**10,372,922**	**(237,541)**	**10,759,180**	**10,705,003**	**54,177**	**-**	**64,622,283**	**67,278,601**	**(2,656,318)**
NET INCOME	**143,338**	**328,638**	**185,299**	**41,030**	**223,453**	**182,423**	**98,930**	**341,652**	**242,722**	**119,658**	**179,935**	**60,277**	**94,337**	**87,080**	**(7,257)**	**116,636**	**325,690**	**209,054**	**-**	**613,929**	**1,486,448**	**872,519**
Beginning Cash Balance	5,283,621	7,049,322		3,286,426	4,817,245		3,515,468	4,856,284		2,790,348	3,335,617		3,157,464	4,400,372		3,109,426	3,807,501		1,432,023	21,308,096	29,698,364	
Cash Flow from Operating Activities																						
Net Income	143,338	328,638		41,030	223,453		98,930	341,652		119,658	179,935		94,337	87,080		116,636	325,690		-	613,929	1,486,448	
Change in Accounts Receivable																						
Prior Year Accounts Receivable	2,557,058	2,112,657		1,655,476	577,179		1,630,530	696,454		1,262,012	1,065,874		1,007,561	340,874		1,562,906	1,195,213		-	9,675,543	5,988,252	
Current Year Accounts Receivable	(1,823,567)	(1,959,486)		(1,712,875)	(1,498,025)		(1,162,795)	(1,292,139)		(642,775)	(650,489)		(1,197,487)	(1,464,332)		(1,152,773)	(903,814)		-	(7,692,272)	(7,768,285)	
Change in Due from	-	(1,055)		-	36,243		-	(141,125)		-	-		-	(282)		-	15,970		1,893	-	(88,356)	
Change in Accounts Payable	(17,691)	(519,786)		(27,731)	2,875		(39,360)	(24,049)		(6,198)	(11,409)		(18,050)	(25,052)		(11,240)	(11,491)		(7,571)	(121,249)	(596,482)	
Change in Due to	(15,233)	45,821		(294,778)	1,206,252		(719,968)	274,138		(5,944)	120,082		(20,216)	178,172		(128,871)	316,734		(1,332,632)	(1,185,010)	808,568	
Change in Accrued Vacation	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Change in Payroll Liabilities	-	87,129		-	118,785		-	61,030		-	41,511		-	58,397		-	72,490		94,748	-	534,091	
Change in Prepaid Expenditures	(36,260)	(20,617)		(38,311)	(15,800)		(47,411)	(20,385)		(43,459)	(13,554)		(22,050)	(7,039)		(27,518)	(18,149)		(16,652)	(259,812)	(112,194)	
Change in Deposits	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Change in Deferred Revenue	(974,412)	(1,641,790)		(651,790)	(1,060,029)		4,686	(938,126)		(238,787)	(192,104)		(497,369)	(763,676)		(689,073)	(592,611)		-	(3,046,744)	(5,188,336)	
Change in Other Long Term Assets	-	176,181		-	9,554		-	15,701		-	82,037		-	9,816		-	150,180		-	-	443,470	
Change in Other Long Term Liabilities	-	(226,608)		-	-		-	-		-	(107,211)		-	-		-	(195,475)		-	-	(529,294)	
Depreciation Expense	285,972	207,565		703,408	692,545		140,437	119,359		106,788	97,478		142,200	139,077		224,357	205,977		-	1,603,161	1,462,000	
Cash Flow from Investing Activities																						
Capital Expenditures	(1,268,060)	(1,186,101)		(100,000)	(195,427)		(310,000)	(287,972)		(307,500)	(258,784)		(60,000)	(65,604)		(364,000)	(314,219)		-	(2,409,560)	(2,308,106)	
Cash Flow from Financing Activities																						
Source - Sale of Receivables	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Use - Sale of Receivables	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Source - Loans	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Use - Loans	-	-		(412,730)	(412,730)		-	-		-	-		-	-		-	-		-	(412,730)	(412,730)	
Ending Cash Balance	4,134,767	4,451,870		2,448,125	4,502,122		3,110,517	3,660,823		3,034,142	3,688,983		2,586,389	2,887,804		2,639,849	4,053,997		171,809	18,073,352	23,417,408	

CAMINO NUEVO CHARTER ACADEMY
Financial Analysis
April 2025

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of $1.49M in FY24-25 compared to $614K in the board approved budget. Reasons for this positive $873K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2025, the school's unrestricted cash balance was $31.38M. By June 30, 2025, the school's unrestricted cash balance is projected to be $14.27M, which represents a 22% reserve. In addition to this, CNCA is projected to have $9.03M of restricted cash. This includes $1.1M of Employee Retention Credit (ERC) funds received for CNCA#2 in April 2025.

As of April 30, 2025, the Accounts Receivable balance was $838K.

As of April 30, 2025, the Accounts Payable balance, including payroll liabilities, totaled $4.34M, compared to $3.06M in the prior month.

As of April 30, 2025, CNCA had a debt balance of $9.02M. This debt is related to Prop 55/Kayne Siart construction loan.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be $68.77M, which is $3.53M or 5.4% over budgeted revenue of $65.24M.

All Other Federal Revenue (8299) $2.1M increase due to the following:

- Additional ESSER funds spent in the current year. ESSER funds released in FY23-24 were spent by the grant deadline of September 30, 2024.
- 21st Century afterschool grant passing through CNCA. With the vendor change in afterschool service provider during FY24-25, CNCA will now reflect the revenue as well as the cost of the 21st Century afterschool program. This is offset by increased costs in Consultants **(5849).**

State Revenue - Other (8599) $577K increase mainly due to California Community Schools Partnership Program (CCSPP) grant awarded to Camino Nuevo. This grant is offset by additional supplemental expenses across the schools, but mainly at the Burlington site who has pass-through expenses to partners. Furthermore, the overall increase is being netted by a reduction in other one-time funds that will now be spent in out-years.

Interest & Dividend Income (8660) $690K increase in interest revenue upon the receipt of LACOE's first and second quarter interest disbursements. This also includes a projection of funds for the third and fourth quarter.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 and 10%.

Grants (8692) $369K increase largely due to the following:

- $250K PNEDG Grant awarded to the Cisneros site.
- CalShape grants received by Cisneros and CNCA#3 for HVAC repairs
- Reduced grant projections for reimbursable grants
- Coding of the CCSPP Mental Health grant to **Object 8599.**

SELPA Grants (8698) $87K increase based on round one special education assistance awarded to each charter.

Other Prior Year Adjustment (8999) $163K increase in Prior Year Revenues largely due to final FY23-24 Lottery rates and SMAA funds received.

Expenses

Total expenses for FY24-25 are projected to be $67.28M, which is $2.66M or 4.1% over budgeted expenditures of $64.62M.

Teachers' Hourly (1120) $76K over budget largely due to classified intervention positions (2131) being filled by certificated intervention teachers.

Teacher Substitute expense is Teachers' Salaries - Substitute (1170) $111K over budget.

Other Classified Salaries (2900) $220K over budget due to additional Special Education positions filled across sites. This has resulted in cost savings **(5842).**

Workers' Compensation Insurance (3601) $104K under budget based on planned payments to new vendor.

Other Benefits (3902) $84K under budget based on STRS Refunds received from prior year.

Core Curricula Materials (4111) $206K over budget due to additional supply purchases and a new TK curriculum implemented.

Student Materials (4311) $117K over budget due to additional supply purchases.

Non Capitalized Equipment (4411) $373K over budget partially due to furniture purchase with ESSER funds at the Eisner site as well as increased spending across the network and the implementation of a higher capitalization threshold.

Nutrition Program Food & Supplies (4711) $339K under budget based on meal credits received and efforts to reduce meal overages at sites.

Other Facility Operations & Utilities (5599) $144K over budget based on increased costs and additional planned facility projects planned to be done before year-end.

School Rent - Private Facility (5611) $160K under budget due to the amortization of the lease liability in accordance with ASC 842. The financials for Burlington, Eisner, and Dalzell Lance schools show a savings compared to actual rent payments, as the leases include reduced rent amounts in the final four years of the lease term.

Other Facility Rentals (5619) $409K over budget due to property tax payments paid. CNCA is currently in the process of seeking a refund from the county based on property tax exemptions submitted.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 and 10%.

Vendor Repairs (5631) $268K over budget mostly due to increased HVAC repair needs at sites. This also includes additional facility repairs planned to be completed by year end.

Field Trips & Pupil Transportation (5812) $160K over budget largely due to planned field trips and transportation costs in the ELO Program.

Object Code 5821: Legal expense is Legal (5821) $169K over budget due to increased SpED-related legal costs as well as the first payment made to ERC-related legal costs.

Contracted Substitute Teachers (5841) $622K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) $964K under budget. This reduction is largely due to increased in-house staff as well as filling of open positions, 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 for school staff.

Non Public School (5843) $114K under budget largely due to Castellanos no longer needing this service for one student.

Other Student Instructional Services (5849) $2.2M over budget largely due to a pass-through payment made as part of the CCSPP grant and 21st Century afterschool grant.

PD Consultants & Tuition (5852) $372K over budget largely due to additional PD added with one-time funding.

All Other Consultants & Services (5859) $324K over budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent.

ADA

Budgeted P2 ADA is 2,864.50 based on enrollment of 3,056 and a 93.7% attendance rate.

Actual P2 ADA is 2,814.03 based on enrollment of 3,001 and a 92.9% attendance rate.

Actual ADA through Month 9 is 2,812.30 with ending enrollment of 2,993 and a 92.9% attendance rate.

In Month 9, ADA was 2,798.27 with a 93.4% 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
2024-25 Cash Flow Forecast
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Actuals as of 4/30/2025

	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	ACTUAL Jan-25	ACTUAL Feb-25	ACTUAL Mar-25	ACTUAL Apr-25	May-25	Jun-25	Accrual	FORECAST Jul-24 - Jun-25	Budget Variance Better / (Worse)	% Better / (Worse)
# of School Days in Month			0	15	20	20	15	10	17	19	20	17	21	9		183		
Enrollment	3,056	3,001														3,001	(55)	-2%
Unduplicated Pupil Percentage		95.40%														95.40%		
ADA	2,864.50	2,814.07														2,814.07	(50.43)	
ADA Rate		92.85%														92.85%		
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	24,966,380	27,502,224	1,365,290	1,365,290	2,457,521	2,457,521	2,457,521	2,457,521	2,457,521	2,447,579	2,447,579	2,447,579	2,581,422	-	2,559,880	27,502,224	2,535,843	10%
8012 Education Protection Account	8,255,785	4,416,530	-	-	1,099,904	-	-	1,099,903	-	-	1,386,223	-	-	-	830,500	4,416,530	(3,839,255)	-47%
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	(78,984)	(42,025)	(35,878)	(35,878)	16,886	(175,879)	(175,879)	100%
8096 In Lieu of Property Taxes	10,797,618	11,314,342	633,448	1,266,897	174,204	1,514,994	174,204	1,514,992	844,598	1,478,047	1,789,437	832,098	894,006	894,006	(696,590)	11,314,342	516,724	5%
8098 In Lieu of Property Taxes, Prior Year	-	-	-	7,187	-	-	-	-	-	-	-	170,836	-	-	(29,180)	148,843	148,843	100%
Total 8011-8098 · Local Control Funding Formula Sources	**44,019,783**	**43,233,095**	**1,998,738**	**2,639,374**	**3,731,629**	**3,972,515**	**2,631,725**	**5,072,416**	**3,302,119**	**3,925,626**	**5,544,255**	**3,408,488**	**3,439,550**	**858,128**	**2,681,496**	**43,206,059**	(813,724)	-2%
8100-8299 · Federal Revenue																		
8181 Special Education - Federal (IDEA)	696,904	717,926	42,275	84,548	11,626	101,107	11,626	101,106	56,366	98,641	81,056	52,131	53,388	53,388	(29,332)	717,926	21,021	3%
8221 Child Nutrition - Federal	1,802,214	1,922,581	-	-	-	43,881	-	142,664	200,011	-	-	150,119	482,091	201,556	701,676	1,921,996	119,782	7%
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	1,226,727	1,294,338	-	-	-	-	313,970	-	352,126	-	363,492	-	-	-	264,750	1,294,338	67,611	6%
8292 Title II	133,450	137,402	-	-	-	33,842	-	-	36,396	-	7,875	-	-	-	59,289	137,402	3,952	3%
8294 Title III	174,275	178,312	-	-	-	44,612	-	-	-	-	-	-	-	-	133,700	178,312	4,038	2%
8295 Title IV, SSAE	97,759	100,009	-	-	-	22,507	-	-	34,886	-	3,635	-	-	-	38,981	100,009	2,250	2%
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	1,208,877	3,302,754	179,045	-	779,712	-	(14,260)	884,342	-	-	-	-	-	-	1,473,915	3,302,754	2,093,876	173%
Total 8100-8299 · Other Federal Income	**5,340,206**	**7,653,321**	**221,320**	**84,548**	**791,338**	**245,949**	**311,336**	**1,128,112**	**679,785**	**98,641**	**456,058**	**202,250**	**535,479**	**254,943**	**2,642,980**	**7,652,737**	2,312,531	43%
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	441,673	477,331	-	-	-	-	-	50,754	51,662	-	37,063	224,010	(104,487)	49,788	172,141	480,931	39,258	9%
8550 Mandate Block Grant	71,748	71,748	-	-	-	-	-	71,747	-	-	-	-	-	-	78	71,825	76	0%
8561 State Lottery - Non Prop 20	529,558	561,356	-	-	-	-	-	-	177,560	-	-	186,696	-	-	197,100	561,356	31,798	6%
8562 State Lottery - Prop 20	215,414	241,001	-	-	-	-	-	-	-	-	-	39,208	-	-	201,793	241,001	25,587	12%
8560 Lottery Revenue	744,972	802,357	-	-	-	-	-	-	177,560	-	-	225,904	-	-	398,893	802,357	57,385	8%
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	839,742	839,742	-	-	-	-	-	-	293,054	-	177,279	412,446	-	-	(43,037)	839,742	-	
8592 State Mental Health	231,795	227,715	11,469	11,469	20,645	20,645	20,645	20,645	20,645	21,988	21,988	21,988	20,494	-	15,093	227,715	(4,081)	-2%
8593 After School Education & Safety	813,931	813,931	-	-	-	-	-	-	-	529,055	203,483	-	(19,438)	-	100,831	813,931	-	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program	5,565,348	5,719,960	2,533,071	228,486	411,274	411,274	411,274	411,274	411,274	411,273	411,273	411,273	491,774	-	(823,560)	5,719,960	154,612	3%
8596 Prop 28 Arts & Music	22,044	59,743	581,531	26,623	47,920	47,920	47,920	47,920	47,920	47,890	47,890	47,890	5,377	-	(937,058)	59,743	37,699	171%
8599 State Revenue - Other	3,472,037	4,049,120	8,951,321	-	-	-	-	90,000	-	15,242	-	-	-	-	(5,007,443)	4,049,120	577,083	17%
Total 8300-8599 · Other State Income	**12,203,291**	**13,061,647**	**12,077,392**	**266,578**	**479,839**	**479,839**	**479,839**	**692,340**	**1,002,115**	**1,025,448**	**898,976**	**1,343,511**	**393,720**	**49,788**	**(6,124,062)**	**13,065,324**	862,033	7%
8600-8799 · Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	-	14,000	-	2,383	-	-	3,934	-	-	-	4,117	10,000	916	5,033	-	26,383	26,383	100%
8660 Interest & Dividend Income	115,000	805,300	-	8,212	5,442	5,834	14,441	175,148	3,354	56,521	-	230,930	152,709	152,709	-	805,300	690,300	600%
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	716,449	1,085,543	69,612	10,620	-	7,184	-	42,171	74,761	1,248	1,092	19,806	608	18,571	839,871	1,085,543	369,094	52%
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	15,000	22,039	(21)	679	1,430	5,886	7,665	1,100	8,426	8,155	4,802	982	-	-	3	39,106	24,106	161%
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8697 E-Rate	64,818	64,818	44	-	0	-	-	-	-	-	-	-	30,150	30,150	4,474	64,818	-	
8698 SELPA Grants	-	87,134	-	-	-	-	19,342	58,670	4,912	1,710	-	2,500	-	-	-	87,134	87,134	100%

CAMINO NUEVO CHARTER ACADEMY

2024-25 Cash Flow Forecast

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	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	ACTUAL Jan-25	ACTUAL Feb-25	ACTUAL Mar-25	ACTUAL Apr-25	May-25	Jun-25	Actuals as of 4/30/2025 Accrual	FORECAST Jul-24 - Jun-25	Budget Variance Better / (Worse)	% Better / (Worse)
8699 All Other Local Revenue	-	21,819	98	6,155	6,000	-	0	20,669	5,015	358	624	1,084,910	-	-	(1,085,030)	38,799	38,799	100%
8792 Transfers of Apportionments - Special Education	2,761,664	2,530,440	149,004	298,008	40,977	356,363	40,977	356,365	198,671	347,675	307,858	185,713	188,173	188,173	(127,517)	2,530,440	(231,225)	-8%
Total 8600-8799 · Other Income-Local	**3,672,932**	**4,631,094**	**218,736**	**326,058**	**53,849**	**375,266**	**86,359**	**654,122**	**295,139**	**415,667**	**318,493**	**1,534,842**	**372,556**	**394,636**	**(368,199)**	**4,677,525**	1,004,593	27%
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	163,404	2,792	20,718	8,217	45,449	(74)	43,599	2,042	-	-	40,661	-	-	-	**163,404**	163,404	100%
Total Prior Year Adjustments	**-**	**163,404**	**2,792**	**20,718**	**8,217**	**45,449**	**(74)**	**43,599**	**2,042**	**-**	**-**	**40,661**	**-**	**-**	**-**	**163,404**	163,404	100%
TOTAL INCOME	**65,236,212**	**68,742,562**	**14,518,979**	**3,337,276**	**5,064,871**	**5,119,018**	**3,509,185**	**7,590,589**	**5,281,199**	**5,465,383**	**7,217,782**	**6,529,752**	**4,741,305**	**1,557,496**	**(1,167,786)**	**68,765,049**	3,528,837	5%
Expense																		
1000 · Certificated Salaries																		
1110 Teachers' Salaries	11,674,022	11,546,409	-	1,007,188	1,025,876	1,030,130	1,032,002	1,023,585	1,026,117	1,029,057	1,019,768	1,013,608	1,049,674	1,049,674	-	11,306,678	367,344	3%
1120 Teachers' Hourly	116,280	180,300	5,140	13,628	19,268	18,584	17,765	14,806	17,881	16,693	17,558	16,965	20,380	13,587	-	192,258	(75,978)	-65%
1170 Teachers' Salaries - Substitute	500,411	506,668	15,324	26,824	45,849	50,072	66,599	35,629	33,757	69,803	105,797	66,945	56,681	37,788	-	611,068	(110,657)	-22%
1175 Teachers' Salaries - Stipend/Extra Duty	789,417	1,053,667	204,948	49,086	6,962	15,480	21,461	158,091	10,752	27,398	36,544	30,671	17,717	265,536	-	844,645	(55,228)	-7%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	410,256	382,223	12,557	18,783	32,477	31,903	31,903	33,903	31,903	31,903	31,903	31,903	31,852	31,852	-	352,842	57,414	14%
1299 Certificated Pupil Support - Other	749,175	901,564	46,727	59,084	56,746	54,951	55,324	71,450	71,625	71,214	72,168	71,674	75,851	75,540	1,558	783,912	(34,737)	-5%
1300 Certificated Supervisors' & Administrators' Salaries	3,919,566	3,909,967	315,903	314,306	313,544	321,458	327,166	347,616	323,977	324,024	333,224	326,223	325,982	325,982	-	3,899,404	20,162	1%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 · Certificated Salaries	**18,159,128**	**18,480,798**	**600,600**	**1,488,898**	**1,500,722**	**1,522,579**	**1,552,221**	**1,685,079**	**1,516,012**	**1,570,092**	**1,616,962**	**1,557,990**	**1,578,137**	**1,799,958**	**1,558**	**17,990,807**	168,321	1%
2000 · Classified Salaries																		
2111 Instructional Aide & Other Salaries	2,670,918	2,609,943	5,261	180,706	219,727	255,743	228,340	161,401	194,822	205,537	241,370	208,141	289,107	220,500	4,100	2,414,754	256,164	10%
2121 After School Staff Salaries	25,760	50,400	-	548	1,127	1,454	1,235	635	-	2,563	3,280	2,557	5,784	3,856	-	23,038	2,722	11%
2131 Classified Teacher Salaries	588,494	698,178	161,401	19,788	35,263	43,975	40,224	37,576	37,758	33,422	33,134	33,480	57,834	49,262	-	583,118	5,376	1%
2200 Classified Support Salaries	855,721	816,949	56,455	68,647	64,312	72,329	62,878	64,800	66,341	64,893	68,788	66,128	69,167	65,341	13,514	803,593	52,129	6%
2300 Classified Supervisors' & Administrators' Salaries	297,446	269,133	11,513	18,094	12,741	17,691	22,849	25,230	24,239	22,779	24,366	23,833	23,840	21,976	1,040	250,190	47,257	16%
2400 Classified Office Staff Salaries	1,518,619	1,450,646	100,195	120,076	110,431	120,835	117,817	130,126	120,081	113,869	111,793	113,064	124,881	117,992	16,296	1,417,458	101,161	7%
2900 Other Classified Salaries	1,690,011	2,014,282	99,313	157,160	169,416	185,683	174,200	139,412	144,931	144,834	166,533	159,809	186,637	162,868	19,382	1,910,178	(220,167)	-13%
Total 2000 · Classified Salaries	**7,646,969**	**7,909,530**	**434,138**	**565,020**	**613,017**	**697,710**	**647,542**	**559,180**	**588,172**	**587,895**	**649,265**	**607,011**	**757,250**	**641,795**	**54,332**	**7,402,328**	244,641	3%
Total 1000-2000 · Salaries	**4,976,051**	**5,299,588**	**428,877**	**384,313**	**393,290**	**441,967**	**419,202**	**397,780**	**393,350**	**382,359**	**407,895**	**398,870**	**468,143**	**421,295**	**50,232**	**4,987,574**	(11,522)	0%
3000 · Employee Benefits																		
3111 STRS - State Teachers Retirement System	3,468,393	3,529,832	128,933	280,791	284,513	291,784	294,388	288,446	285,784	293,967	299,558	292,584	301,424	343,792	298	3,386,263	82,130	2%
3212 PERS - Public Employee Retirement System	2,068,505	2,139,528	134,923	140,429	165,401	181,873	169,536	143,127	157,899	161,513	173,475	164,916	204,836	173,606	14,697	1,986,230	82,275	4%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	474,112	490,391	31,785	34,898	38,110	43,078	39,568	34,148	36,749	37,021	41,527	38,385	46,949	39,791	3,369	465,378	8,734	2%
3331 MED - Medicare	374,188	382,660	17,213	29,227	29,941	31,404	30,963	31,760	29,572	30,339	31,984	30,472	33,863	35,405	810	362,954	11,235	3%
3401 H&W - Health & Welfare	2,078,062	2,103,229	319,878	148,181	(29,866)	144,961	343,934	181,110	(85,136)	334,750	158,412	149,331	153,096	(26,600)	92,000	1,884,052	194,011	9%
3501 SUI - State Unemployment Insurance	12,903	13,195	594	1,009	1,033	656	3,920	(4,472)	1,020	1,046	1,102	1,050	1,168	1,221	28	9,375	3,528	27%
3601 Workers' Compensation Insurance	329,340	337,108	62,481	20,827	41,655	20,827	(4,239)	12,070	29,585	20,827	20,827	-	-	-	-	224,860	104,480	32%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	-	-	-	-	838	451	(1,173)	-	-	-	-	-	-	-	116	(116)	100%
3902 Other Benefits	-	-	(1,388)	(2,889)	(2,889)	(58,230)	(36,704)	10,803	1,131	3,804	(103)	2,544	-	-	-	(83,920)	83,920	100%
Total 3000 · Employee Benefits	**8,805,505**	**8,995,942**	**694,419**	**652,472**	**527,897**	**657,193**	**841,817**	**695,819**	**456,603**	**883,268**	**726,783**	**679,283**	**741,337**	**567,215**	**111,201**	**8,235,307**	570,197	6%
Total 1000-3000 · Salaries & Benefits	**5,337,111**	**5,466,110**	**565,486**	**371,681**	**243,384**	**365,408**	**547,429**	**407,373**	**170,819**	**589,301**	**427,225**	**386,699**	**439,913**	**223,423**	**110,904**	**4,849,044**	488,067	9%
4000 · Supplies																		
4111 Core Curricula Materials	447,026	679,536	53,456	37,867	115,708	172,294	(2,457)	33,080	(1,640)	43,118	87,584	24,364	44,969	44,969	-	653,312	(206,287)	-46%
4211 Books & Other Reference Materials	32,700	65,540	3,399	16,646	14,410	6,193	5,928	3,889	1,563	3,941	2,052	1,726	3,150	3,150	-	66,046	(33,346)	-102%
4311 Student Materials	291,495	408,210	38,177	31,003	16,748	29,258	35,183	42,608	10,897	38,242	15,916	14,665	67,757	67,757	-	408,210	(116,714)	-40%
4351 Office Supplies	92,220	92,895	6,386	5,931	6,212	7,268	4,231	1,659	4,703	5,518	3,696	1,504	22,894	22,894	-	92,895	(675)	-1%
4371 Custodial Supplies	222,000	229,000	7,914	9,865	23,383	14,964	27,195	14,385	9,184	13,073	34,841	3,840	35,178	35,178	-	229,000	(7,000)	-3%
4391 Food (Non Nutrition Program)	129,410	148,829	437	10,845	23,242	5,654	16,796	31,875	(11,277)	24,216	6,443	7,763	16,417	16,417	-	148,829	(19,419)	-15%
4392 Uniforms	33,176	47,697	347	112	1,597	422	3,097	3,281	4,823	4,157	5,681	48	12,066	12,066	-	47,697	(14,520)	-44%
4393 PE & Sports Equipment	16,500	20,900	43	1,597	(85)	343	1,699	1,541	(2,231)	209	9,021	2,743	1,192	4,830	-	20,900	(4,400)	-27%
4395 Before & After School Program Supplies	700,792	695,792	6,134	11,724	33,276	52,595	37,698	33,649	32,531	29,878	51,188	80,034	163,544	163,544	-	695,792	5,000	1%
4399 All Other Supplies	106,039	130,677	4,455	6,204	9,867	11,447	4,027	6,597	10,824	10,209	17,614	16,066	17,054	17,054	-	131,416	(25,377)	-24%
4390 Other Supplies	985,918	1,043,895	11,415	30,481	67,896	70,460	63,316	76,944	34,670	68,668	89,947	106,654	210,273	213,911	-	1,044,635	(58,717)	-6%

CAMINO NUEVO CHARTER ACADEMY
2024-25 Cash Flow Forecast
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Actuals as of 4/30/2025

	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	ACTUAL Jan-25	ACTUAL Feb-25	ACTUAL Mar-25	ACTUAL Apr-25	May-25	Jun-25	Accrual	FORECAST Jul-24 - Jun-25	Budget Variance Better / (Worse)	% Better / (Worse)
4411 Non Capitalized Equipment	441,667	814,324	12,202	5,814	121,971	29,223	14,993	77,236	132,598	8,068	24,686	121,803	132,865	132,865	-	814,324	(372,657)	-84%
4711 Nutrition Program Food & Supplies	2,261,406	1,929,561	36,454	-	69,832	244,274	211,986	163,726	131,597	24,525	276,801	284,369	204,539	196,767	77,402	1,922,273	339,133	15%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 · Supplies	**4,774,432**	**5,262,960**	**169,403**	**137,607**	**436,160**	**573,935**	**360,375**	**413,526**	**323,572**	**205,153**	**535,521**	**558,926**	**721,625**	**717,490**	**77,402**	**5,230,695**	(456,263)	-10%
5000 · Operating Services																		
5211 Travel & Conferences	96,554	118,249	268	3,822	4,357	1,748	1,620	3,305	121	27,265	23,508	19,954	16,140	16,140	-	118,249	(21,694)	-22%
5311 Dues & Memberships	138,560	129,788	50,303	3,465	794	2,105	3,320	4,680	-	6,012	255	4,220	27,317	27,317	-	129,788	8,773	6%
5451 General Insurance	59,822	63,393	35,180	-	-	-	1,904	-	22,911	-	-	-	-	-	-	59,995	(173)	0%
5511 Utilities	1,003,853	938,199	22,927	52,620	41,406	67,655	112,025	68,261	43,535	110,841	48,649	62,379	102,634	102,634	102,634	938,199	65,655	7%
5521 Security Services	223,822	244,635	-	8,529	5,730	22,736	-	38,655	24,055	21,544	19,714	1,770	50,951	50,951	-	244,635	(20,813)	-9%
5531 Housekeeping Services	829,227	859,363	16,147	107,461	83,835	179,633	68,576	64,426	56,523	56,380	56,380	56,718	56,643	56,643	-	859,363	(30,136)	-4%
5599 Other Facility Operations & Utilities	486,004	630,483	27,123	20,995	24,962	38,845	87,752	28,381	103,331	33,098	37,988	82,440	72,783	72,783	-	630,483	(144,479)	-30%
5611 School Rent - Private Facility	1,267,637	1,107,788	90,810	90,810	90,810	90,810	98,640	92,376	92,376	92,376	92,376	103,942	138,593	33,872	-	1,107,788	159,849	13%
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5619 Other Facility Rentals	148,816	557,423	-	-	8,358	4,408	18,096	422,855	1,890	8,010	14,516	1,682	38,804	38,804	-	557,423	(408,607)	-275%
5621 Equipment Lease	217,594	266,169	23,765	32,369	14,692	16,195	28,701	49,899	10,836	17,280	46,755	1,367	12,155	12,155	-	266,169	(48,575)	-22%
5631 Vendor Repairs	910,920	1,178,527	70,600	35,995	54,322	138,254	69,130	144,098	24,273	87,491	66,745	52,622	144,999	144,999	144,999	1,178,527	(267,607)	-29%
5812 Field Trips & Pupil Transportation	999,478	1,159,639	4,357	36,094	17,728	54,497	43,580	33,196	73,108	236,902	75,634	46,877	268,833	268,833	-	1,159,639	(160,161)	-16%
5821 Legal	-	35,000	8,673	-	1,421	9,036	3,626	34,766	11,930	21,540	294	77,758	-	-	-	169,044	(169,044)	100%
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5831 Advertisement & Recruitment	50,916	116,431	170	6,322	8,955	1,800	2,975	2,174	41,642	10,480	7,824	1,489	16,300	16,300	-	116,431	(65,515)	-129%
5841 Contracted Substitute Teachers	54,130	675,729	329	9,437	82,570	94,856	95,543	64,215	21,128	68,820	65,268	53,019	40,181	40,181	40,181	675,729	(621,599)	-1148%
5842 Special Education Services	2,927,091	1,962,714	24,581	22,876	69,090	235,226	156,215	301,405	57,295	293,299	169,937	208,107	141,561	141,561	141,561	1,962,714	964,376	33%
5843 Non Public School	508,113	393,615	-	-	-	78,723	-	78,723	39,361	39,361	9,565	30,848	39,011	39,011	39,011	393,615	114,498	23%
5844 After School Services	813,931	813,931	-	-	-	-	-	698,732	(7,200)	13,391	21,580	28,928	28,143	30,356	-	813,931	0	
5849 Other Student Instructional Services	2,980,365	5,098,637	262,659	61,530	248,842	635,278	-	591,880	487,680	4,064	946,075	504,288	452,113	452,113	452,113	5,098,637	(2,118,272)	-71%
5852 PD Consultants & Tuition	348,726	720,719	14,403	22,908	52,883	110,836	165,975	115,953	10,260	43,614	7,070	5,254	85,782	85,782	-	720,719	(371,993)	-107%
5854 Nursing & Medical (Non-IEP)	28,110	28,110	114	-	(64)	-	-	-	-	-	3,786	4,429	9,922	9,922	-	28,110	-	
5859 All Other Consultants & Services	920,520	1,244,449	102,158	3,156	56,395	80,299	152,465	226,917	(84,294)	80,115	133,182	161,461	90,198	121,198	121,198	1,244,449	(323,929)	-35%
5861 Non Instructional Software	613,801	564,359	303,163	51,484	28,605	22,547	5,224	14,207	3,854	12,998	14,523	15	53,870	53,870	-	564,359	49,442	8%
5865 Fundraising Cost	-	-	500	-	-	-	1,080	31	1,611	2,678	3,721	-	-	-	-	9,622	(9,622)	100%
5871 District Oversight Fees	440,198	432,331	25,089	50,179	6,818	60,088	6,818	60,088	33,453	58,542	45,975	30,752	27,264	27,264	-	432,331	7,867	2%
5872 Special Education Fees (SELPA)	691,714	649,673	38,256	76,510	10,520	91,492	10,520	91,488	51,004	89,262	77,800	47,570	46,647	46,647	(28,043)	649,673	42,041	6%
5881 Intra-Agency Fees	6,403,168	6,312,607	1,600,792	-	-	-	-	4,610	-	-	1,607,753	1,285,771	906,840	906,840	-	6,312,607	90,561	1%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	-	-	-	-	737	162	-	-	-	-	1,206	101	-	-	-	2,206	(2,206)	100%
5899 All Other Expenses	87,787	96,694	1,656	4,956	1,897	22,419	7,487	11,583	12,518	1,431	3,821	12,629	8,148	8,148	-	96,694	(8,907)	-10%
5911 Office Phone	89,451	92,335	274	2,223	12,626	7,605	7,624	13,384	1,937	1,923	13,927	13,241	8,786	8,786	-	92,335	(2,884)	-3%
5913 Mobile Phone	6,258	4,056	-	540	-	-	-	-	-	2,365	508	519	348	348	-	4,628	1,630	26%
5921 Internet	81,023	81,023	5,647	-	0	-	-	-	-	-	-	-	37,688	37,688	-	81,023	(0)	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	15,374	15,374	-	96	3,145	550	889	1,397	400	302	306	110	4,089	4,089	-	15,374	(0)	
5999 Other Communications	3,461	7,560	291	278	5,617	615	625	25,591	685	685	685	685	278	278	-	36,311	(32,850)	-949%
Total 5000 · Operating Services	**23,446,425**	**26,599,003**	**2,730,234**	**704,654**	**937,053**	**2,068,420**	**1,150,410**	**3,287,274**	**1,136,223**	**1,442,070**	**3,617,328**	**2,900,946**	**2,927,021**	**2,855,513**	**1,013,654**	**26,770,801**	(3,324,376)	-14%
6000 · Capital Outlay																		
6901 Depreciation Expense	1,603,161	1,497,457	117,533	117,897	124,413	125,150	119,979	119,545	119,221	118,292	118,240	118,380	130,658	132,690	-	1,462,000	141,161	9%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 · Capital Outlay	**1,603,161**	**1,497,457**	**117,533**	**117,897**	**124,413**	**125,150**	**119,979**	**119,545**	**119,221**	**118,292**	**118,240**	**118,380**	**130,658**	**132,690**	**-**	**1,462,000**	141,161	9%
7000 · Other Outgo																		
7438 Interest Expense	186,664	186,664	-	-	94,358	-	-	-	-	-	92,305	-	-	-	-	186,664	-	
Total 7000 · Other Outgo	**186,664**	**186,664**	**-**	**-**	**94,358**	**-**	**-**	**-**	**-**	**-**	**92,305**	**-**	**-**	**-**	**-**	**186,664**	-	
TOTAL EXPENSE	**64,622,283**	**68,932,354**	**4,746,327**	**3,666,547**	**4,233,621**	**5,644,986**	**4,672,345**	**6,760,425**	**4,139,803**	**4,806,770**	**7,356,404**	**6,422,538**	**6,856,027**	**6,714,662**	**1,258,146**	**67,278,601**	(2,656,318)	-4%
NET INCOME	**613,929**	**(189,792)**	**9,772,652**	**(329,270)**	**831,251**	**(525,969)**	**(1,163,160)**	**830,164**	**1,141,396**	**658,613**	**(138,622)**	**107,214**	**(2,114,722)**	**(5,157,166)**	**(2,425,932)**	**1,486,448**	872,519	142%

CAMINO NUEVO CHARTER ACADEMY
2024-25 Cash Flow Forecast
Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	ACTUAL Jan-25	ACTUAL Feb-25	ACTUAL Mar-25	ACTUAL Apr-25	May-25	Jun-25	Accrual	FORECAST Jul-24 - Jun-25	Budget Variance Better / (Worse)	% Better / (Worse)
														Actuals as of	4/30/2025			
Operating Income																**2,948,448**		
EBITDA																**3,135,111**		
Beginning Cash Balance	21,308,096	29,698,364	29,698,364	25,652,144	25,969,528	28,793,806	28,414,188	27,316,755	30,559,037	29,377,177	29,788,292	31,018,798	32,513,640	28,335,691	23,417,408	29,698,364	8,390,267	
Cash Flow from Operating Activities																		
Net Income	613,929	(189,792)	9,772,652	(329,270)	831,251	(525,969)	(1,163,160)	830,164	1,141,396	658,613	(138,622)	107,214	(2,114,722)	(5,157,166)	(2,425,932)	1,486,448	872,519	
Change in Accounts Receivable																		
Prior Year Accounts Receivable	9,675,543	-	103,152	1,154,759	2,031,936	274,859	311,222	883,927	22,354	3,120	255,060	-	947,862	-	-	5,988,252	(3,687,292)	
Current Year Accounts Receivable	(7,692,272)	(7,768,285)	-	-	-	-	-	-	-	-	-	-	-	-	(7,768,285)	(7,768,285)	(76,013)	
Change in Due from	-	-	41,632	(109,995)	(211,443)	(101,786)	(151,505)	283,037	(146,805)	(180,827)	426,190	63,148	-	-	-	(88,356)	(88,356)	
Change in Accounts Payable	(121,249)	(596,482)	(1,719,317)	(64,979)	(165,878)	(122,998)	(179,146)	2,367,497	(2,168,695)	(187,711)	753,863	1,272,897	(2,568,997)	900,792	1,286,190	(596,482)	(475,233)	
Change in Due to	(1,185,010)	808,568	(50,039)	(153,156)	(50,474)	(50,424)	(50,553)	(1,383,314)	(49,875)	(50,942)	(51,072)	(52,140)	(43,258)	(43,370)	2,837,186	808,568	1,993,578	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	-	534,091	(437,386)	237,809	660,989	57,960	18,277	(38,751)	(35,276)	24,156	43,350	2,964	-	-	-	534,091	534,091	
Change in Prepaid Expenditures	(259,812)	(112,194)	224,238	(5,935)	(4,878)	(2,619)	(5,683)	(15,306)	(42,411)	-	(1,908)	(4,538)	-	(253,154)	-	(112,194)	147,618	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	(3,046,744)	(5,188,336)	(12,049,472)	-	-	-	-	216,000	-	-	-	45,000	-	-	6,600,136	(5,188,336)	(2,141,591)	
Change in Other Long Term Assets	-	363,758	37,593	37,721	37,850	37,978	38,107	38,237	38,366	38,496	38,626	38,757	30,812	30,925	-	443,470		
Change in Other Long Term Liabilities	-	(529,294)	-	-	-	-	-	-	-	-	-	-	-	-	(529,294)	(529,294)		
Depreciation Expense	1,603,161	1,462,000	117,533	117,897	124,413	125,150	119,979	119,545	119,221	118,292	118,240	118,380	130,658	132,690	-	1,462,000	(141,161)	
Cash Flow from Investing Activities			-	-														
Capital Expenditures	(2,409,560)	(2,308,106)	(86,805)	(567,467)	(224,148)	(71,769)	(34,971)	(58,754)	(60,135)	(12,082)	(5,830)	(96,842)	(560,304)	(529,000)	-	(2,308,106)	101,454	
Cash Flow from Financing Activities			-	-														
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	(412,730)	(412,730)	-	-	(205,338)	-	-	-	-	-	(207,392)	-	-	-	-	(412,730)	-	
Ending Cash Balance		**15,761,560**	**25,652,144**	**25,969,528**	**28,793,806**	**28,414,188**	**27,316,755**	**30,559,037**	**29,377,177**	**29,788,292**	**31,018,798**	**32,513,640**	**28,335,691**	**23,417,408**	**23,417,408**	**23,417,408**		

Coversheet

EPA Spending Plan Approval

Section: X. Financials
Item: D. EPA Spending Plan Approval
Purpose: Vote
Submitted by:
Related Material: CNCA - FY25-26 EPA Spending Plan.pdf

Camino Nuevo Charter Academy

FY 2025-26 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 28% 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 $1,157,190.

For Camino Nuevo Charter Academy #2, this equates to $1,350,427.

For Camino Nuevo Charter Academy #3, this equates to $1,363,609.

For Camino Nuevo Charter Academy #4, this equates to $833,297.

For schools that opened in FY13/14 or later, EPA is apportioned at $200/ADA.

For Camino Nuevo High School #2, this equates to $94,940.

Funds will be used to support teacher salaries and benefits.

Coversheet

CEO Update

Section: XI. CEO Update
Item: A. CEO Update
Purpose: FYI
Submitted by:
Related Material: 250617 CEO Update vF.pdf

Camino Nuevo Charter Academy

CEO Update

June 17, 2025

Introducing an Updated Look for our 25th Anniversary

25th Anniversary Logo & Evolved Brand

- We were lucky to work with **Jenn Stevenson of Terranight Studio** who has done branding and design work for some of the country's largest and most respected CMOs

- We went through a **design process** that brought together:
  - Camino Nuevo's strong foundation, history, and brand awareness in the community
  - A more mature, evolved look that will carry us into our next 25 years

- Our **student and family focus groups** have been excited about this work!

20 años Camino Nuevo Charter Academy

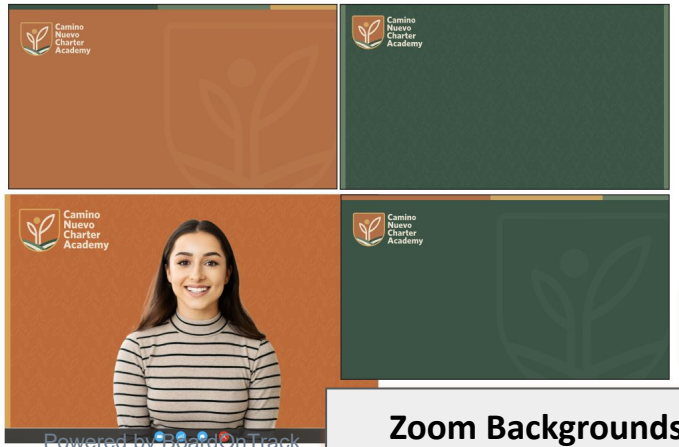
Meet Our 25th Anniversary Logos

Our Updated Color Palette

Updated Materials in the Works

Marketing Materials

Email Signatures



Zoom Backgrounds

Letterhead

What's Next

- Finalizing our collateral (slide decks, business cards, etc.)
- Rolling out more broadly to our school community
- Launching student recruitment materials for the new school year reflecting our updated brand

EOY Org-Wide Priority Fireside Chat

Our Org-Wide Priorities

Intellectual Engagement

Belonging

Fireside Chat

- From your perspective, what are some of our biggest wins this year when it comes to our org-wide priorities?
- How has education changed post-pandemic? What is our response to that change?
- As we head into the next school year, what are you expecting our priority work to look like?
- What are some strategies that you expect your team will implement in the 2025-26 school year?
- Where do you hope we'll be one year from now?